DOCUMENT RESUME

ED 097 499 95 CE 002 267

AUTHOR	Ertle, Vicki; And Others
TITLE	A Guide to Correctional Vocational Training: The First National Sourcebook.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.; New England Resource Center for Occupational Education, Newton, Mass.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
PUB DATE	Jul 73
GRANT	OEG-0-4371
NOTE	433p.
EDRS PRICE	MF-$0.75 HC-$21.00 PLUS POSTAGE
DESCRIPTORS	Apprenticeships; College Cooperation; *Correctional Education; *Correctional Rehabilitation; Distributive Education; *Guides; Interagency Cooperation; Interinstitutional Cooperation; Off the Job Training; Professional Education; *Program Descriptions; Rehabilitation Counseling; *Rehabilitation Programs; Technical Education; Trade and Industrial Education; Vocational Education; Vocational Rehabilitation; Work Experience Programs

ABSTRACT

The sourcebook is the result of the first major, nationwide research project designed to produce detailed information on how various inmate training programs are implemented, financed, and operated. Most of the book is devoted to reports on individual training programs operating in correctional institutions, or serving inmate-students in outside training facilities. The 66 program descriptions are organized by type into seven chapters: (1) school and college cooperative programs; (2) business and industry cooperative programs; (3) trade union cooperative programs; (4) professional and paraprofessional programs; (5) programs utilizing new approaches in traditional courses; (6) short term and prevocational programs; (7) programs exemplifying a variety of organizational methods. The selection of programs was not random; the programs selected, however, are not intended by the authors to represent the ideal. Each program selected for description met some of the authors' four criteria of replicability, uniqueness, success, and distribution. The variety ranges from programs termed gargantuan to minicourses; from programs in maximum security prisons to programs that send inmates outside the walls; and from welding courses to commercial diving courses. (AJ)

ED 097499

THE FIRST NATIONAL SOURCEBOOK

A Guide to Correctional Vocational Training

Writing and Research Staff:

Vicki Ertle

David Keyes, Editor

Sandra Robinson

Lorraine Thorn

Nancy Wrenn

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project Director:

Ferucio Freschet
Director of Educational Services
New England Resource Center
for Occupational Education

Associate Project Director:

C. L. Hutchins
Associate Laboratory Director
Far West Laboratory for Educational
Research and Development

July 1973

Produced by
New England Resource Center for Occupational Education
Newton, Massachusetts
Far West Laboratory for Educational Research and Development
San Francisco, California

CE 002 267

The compilation of information reported herein was performed under Contract No. OEG-0-4371 pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare, Bureau of Adult Vocational and Technical Education, with technical support by Division of Manpower Development and Training.

Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

The writers wish to acknowledge the important contributions made to the project by

--Elizabeth Simpson, Ronald Tarlaian, and Barbara Kemp of the Bureau of Adult Vocational and Technical Education of the US Office of Education.

-- The American Friends Service Committee, the California Prison Law Project, the New England Correctional Coordinating Council, and the ex-convicts who brought new perspectives to the project.

-- Stanley Chow and Ronald Mangano, who helped direct the project in its early stages.

-- New England Resource Center staff members who assisted in the organization and production of material: Justine Dillard, Elizabeth Daniels, and Janice Recine.

-- Far West Laboratory staff members who contributed from their individual areas of expertise: Rose Barney, Helen Cargill, Kathleen Devaney, Sanford Glovinsky, Lily Katz, Theresa Littles, Noel Love, Jean Sims, Linda Sikorski, Fred Simmons, Brenda Taylor, Fannie Walton, and JoAnn Zablah.

-- The consultants who helped set criteria for program selection and guide project development:

Dr. Robert Bennett
Vocational education specialist
San Mateo (California) Community College District

Edmund Gubbins
Director of Education
Connecticut Department of Corrections

Dr. John Irwin
Criminology Consultant
San Francisco, California

Leon Leiberg
Director, Parole Corrections Project
American Correctional Association

Dr. Robert Martinson
Associate professor of sociology
City College of New York

Winston Moore
Executive director
Cook County Department of Corrections

Dr. Lane Murray
Superintendent, Windham School District
Texas Department of Corrections

Dr. Donald Neff
Ohio Department of Education

Dr. James Robison
Director of Research
ACA Parole Corrections Project

Dr. Harry Snyder
Retired Director of Education
Pennsylvania Bureau of Correction

-- The countless prison administrators, education directors, and teaching staff who willingly received and returned our questionnaires and invited our staff members to visit their programs. Without this reception this book would not have been possible.

FOREWORD

The NERCOE-Far West Guide to Correctional Vocational Training is a landmark event. The Guide's richness and poverty, its depth and superficiality, its wide perspectives and narrow biases comprise significant testimony about the numerous, often disabling, contradictions in the long-neglected field of correctional education and vocational training. The many strengths of the Guide, indeed, its many weaknesses, will provide immediate and welcomed assistance to different types and levels of correctional personnel: to the perplexed looking for program ideas and direction; to the relatively isolated teacher and trainer looking for identity and moral support; to the inmate looking for some assurance that he has not been totally ignored; to the correctional bureaucrat, local, state and federal officials looking for valid ground for going that one extra step on behalf of our offender population.

Among the myriad distressing facts about corrections is that inmates and correctional personnel alike are generally ignorant about the steadily increasing number of opportunities and resources available, in penal institutions and in communities, for the education and vocational training of offenders. This Guide represents an especially important instrument for helping to remedy that ignorance. Typically, correctional program planners and decision-makers are wont to rationalize their blissful ignorance by asserting that information dribbling into them is irrelevant: wardens and planners of institutions with over five hundred inmates receive bountiful reports about education and training programs suitable mainly in institutions for fewer than a hundred--and vice versa. Because of the Guide the cop-out for program ignorance will not be viable any longer. The Guide is a genuine sourcebook on programs for institutions of all sizes, for very varied populations and with very varied proximities to substantial community facilities, resources and opportunities, such as: colleges, volunteer groups, health centers, centers of expertise and the labor market.

Altogether, sixty-six training programs are described in the Guide. The number is not magical, there is no apparent reason or even whim why there are not more or fewer entries. I have seen sourcebooks about corrections containing more than 1,000 entries per volume (NCCD's "Current Projects") and special program reports issued by state and local crime planning agencies containing fewer than a dozen entries; the former lacked critical perspective and depth, the latter tended to be narrowly specialized regarding both content and goals. Both were minimally important in respect to usefulness. By contrast, this sourcebook is magically useful in spite of the fact that in many areas of concern for the correctional educator and trainer it contains too many programs that are superficially described as well as a small number of very pedestrian and spuriously traditional programs that are excessively described. Also, some programs that should have been included get no mention at all. For example: the Exxon Industrial Support Program representing private sector-corrections cooperation in training geared to key labor market demand, in this author's biased opinion, *the* most important direction for corrections, is virtually dismissed in less than 1,000 words; the Purdy and the Hoomana School programs, both parochial, traditional, and, in this author's opinion the kind of efforts that should be discouraged, jointly occupy 17 percent of the total *Guide*; probably one of the nation's finest programs-- Project Second Chance, sponsored by the Brooklyn Businessmen's Committee for the Employment of Ex-Offenders, is not mentioned; finally, one of the most important and invigorating directions - the Correctional School District - is dealt with desultorily.

The true test of the value of a *Guide* or *Resource Handbook* is not what the authors say about it or what the writer of the Foreword says about it but what the user has to say. It will be a while before it is put to use, still longer before the user can report back. It may be of some help to the prospective user of the *Guide* to have some tips regarding some ways it will offer quick, practical assistance. Because the volume is not burdened with an elaborate table of contents or cumbersome cross-referenced indices or fancy, multi-color marginal tabs, the prospective user should approach the *Guide* as a 'treasury' of practical ideas and program suggestions for correctional education and vocational-training (along with ancillary program support) containing:

- sufficient details to formulate a good, clear first order approximation of suitability for adoption in terms of levels of effort and expense required;
- precise, current information about who should be contacted for further data.

The prospective user who is aware of the need to initiate training programs geared to present and future labor market demands, could without too much loss skip the description of the Radiologic Technicians Training Program but dwell on the underlying concepts of Chino's Deep Sea Divers Training Program. The latter has very little replicability or adaptability and the occupational demand is negligible. But the fact that the physical environment of an institution might serve as a logical starting point for innovative training is one that might be overlooked by personnel in landlocked institutions.

The prospective user who is a member of a professional organization like the Correctional Education Association, or who attends professional conferences, or who travels and visits other institutions from time to time is more likely than less sophisticated personnel to be skeptical about some of the descriptions in the Guide. Thus, the fact that the descriptions about Dade County's 'barracks' training project and New York City's MDT program at Riker's Island contain fantasy statements about what should be rather than what is should not discourage the more knowledgable user nor should the less sophisticated user be excessively forewarned. The prospective user will derive many advantages from program goal statements since a number of them are likely to strike a responsive chord. There are probably more advantages to a user in imbibing assertions of education and training program goals along with plentiful operational details than in thoughtful, circumspect, highly qualified 'rigorous evaluations' that are rarely if ever transferrable from one institution to another. The scientific problems inherent in the evaluation of correctional education and training programs are presently insuperable; adding research or evaluation components to programs does little or nothing to increase systemic knowledge. Honest 'eye ball' observations of programs by mature personnel or representatives of public bodies are more valuable and useful for helping programs than most formal evaluations. The NERCOE-Far West *Guide* contains far more than most books and manuals dealing with the same subject matter--incisive 'eyeball' judgments. This is another major strength of the book.

For at least a decade there has been constant talk about the need for a national clearinghouse on correctional education and training--much talk, little forward movement. At the 1971 National Conference on Corrections, this author heard high ranking federal officials promise such a clearinghouse--big promise, little forward movement. One of the first tasks such a clearinghouse would be obliged to undertake is the preparation of a national sourcebook, a guide to correctional education and training. And this is precisely what, on a limited scale, NERCOE and Far West have produced. The *Guide* is an important pioneering beginning for an effort that should be continuous and maintained on a much broadened scale. The *Guide* represents a quantum leap in knowledge and information tools for corrections. The Bureau of Adult, Vocational and Technical Education of the U.S. Office of Education is to be complimented for having facilitated this splendid quantum leap.

Sol Chaneles, Ph.D.
Editor,
Correctional Education
Journal of the Correctional
Education Association

Author of *The Open Prison*,
Dial Press, 1973.

TABLE OF CONTENTS

Page

Preface xvi

Chapter One

SCHOOL AND COLLEGE COOPERATIVE PROGRAMS

Arizona Multi-Agency Cooperative Training 2

Four agencies combine forces to offer six junior college level vocational training programs.

Associate of Arts Degree Program in Five Vocational Areas 7

Joint funding allows a community college to offer training to inmates inside the prison.

Community College Cooperative Program 12

A liaison between a college and a prison provides short-term vocational training inside the prison.

Community College Night Owl Classes 16

Prisoners are bussed to local community college for late night classes.

Community College/Prison Education Network (PEN) 21

Through electronic equipment higher education can be provided at low cost to large numbers of widely dispersed students.

Cooperative Programming at Fox Lake, Wisconsin 28

Vocational technical institute offers credit for nine open-entry courses.

Dade County Training and Treatment Center 34

County agencies cooperate in offering training in a variety of skill areas.

Federal Prison Camp/Community College Vocational Training 39

Training outside prison is provided under contract by a college.

Intensive Training in Welding, Related Mathematics, and Blueprint Reading 42

Entry level skills are taught by a junior college.

Paraprofessional Training in Media Technology 47

Inmates are integrated with a community college student body in a two year program.

Project New View 52

College training is offered in landscape design and ornamental nursery skills.

Purdy Work Training Release Program 57

Allows minimum security residents to select from a wide variety of community training programs.

Technical Theater Training 74

A school of fine arts has provided inmates an opportunity to express feelings in several art forms, and to gain technical theater production skills.

Training for Prisoners and Private Citizens Inside Prison 79

Prison and community cooperate to offer college level training to prisoners and private citizens.

Training Release in a Small Institution 84

A variety of vocational opportunities are open to women inmates.

Washington Community College Program 88

Contract between college and institution puts responsibility for all vocational and academic training in hands of the college.

Chapter Two

BUSINESS AND INDUSTRY COOPERATIVE PROGRAMS

Cooperative Work Study in Distributive Education 92

The first program of its kind in distributive education has demonstrated the possibilities for using work as a means of increasing incarcerated students' self-confidence and learning motivation.

TABLE OF CONTENTS

Page

Federal Prison Industries Computer Programming 97

Prison rents a computer system; inmates do programming for federal agencies.

General Motors Training Program 100

General Motors dealers sponsor prisoners who attend General Motors training centers.

Honeywell Computer Programming 105

Inmates have responsibilities for operating an industry-initiated course.

A Model of the EXXON Service Station Attendant and Mechanic Course 111

A short-term program supported by the oil and automotive industries.

Nebraska Penal Complex Skill Center 115

A private firm has developed a skill station training program.

Ornamental Horticulture 125

Area tradespeople support the course and hire graduates.

Philco-Ford Repair Services Training 128

Industry-initiated courses in appliance repair, small and diesel engine repair, refrigeration, and radio-TV servicing.

Project EXIT 133

A private consulting firm serves as catalyst in a number of states to provide support services leading to employment for ex-convicts.

Service Station Salesmanship 142

This course is modeled after Standard Oil's training program.

Shell Oil Automotive Professional Training Program (APT) 145

Industry provides free services and materials; designed for high schools.

Page

Training and Technology (TAT) 148

Government and industry cooperated to offer this training outside prison.

UNIVAC-IBM Computer Skills Training 153

Computer companies provide free services; inmates do programming for state agencies.

Vocational and Inservice Training at the Illinois Industrial School for Boys 159

A private trade school offers vocational courses to inmates and inservice training for instructors.

Volkswagen Training Program 162

Volkswagen dealers provide support and equipment.

Xerox Technical Representative Training 165

Small scale program features guaranteed job placement.

Chapter Three

TRADE UNION COOPERATIVE PROGRAMS

Apprentice Machine Shop 171

Fully accredited apprenticeship program requires 8,000 hours.

Dental Laboratory Technical Training 174

Long term offenders provide dental appliances for state patients and inmates.

Institutional Training Project 177

An AFL-CIO Council cooperates in offering this Model Cities funded program.

Pre-Apprenticeship Training 181

A standardized approach to vocational training promises transfer to continued training in outside job settings.

Page

Transportation Opportunity Program, Inc. (TOP) 189

A Teamsters Union administered a heavy duty truck driving program for prisoners from a state and federal institution.

Chapter Four

PROFESSIONAL AND PARAPROFESSIONAL PROGRAMS

Animal Grooming 195

A complete dog grooming course; formerly a part of an animal training and psychology program.

Cooperative Education in Health Services 199

A cooperative agreement among a state hospital, a state college, and a correctional facility enables this project to provide on-the-job and academic education to prison inmates.

Deep Sea Diver Training 207

Experienced commercial divers operate program whose reputation and placement rate rival outside diving schools.

FAA Approved Aircraft Mechanic Training 217

Prisoners receive aircraft engine and airframe mechanic training in a two-year program.

Federal Bureau of Prisons Television Production 223

Existing facilities and equipment are used to provide entry-level skills.

Licensed Vocational Nurse Training 226

Through a state accredited school established by the prison, trainees are receiving vocational nurse training in two community hospitals and at the institution.

Radiologic Technology Training 232

Trainees can earn state license while training in prison hospital.

Sales and Business Skills Training 236

Trainee self-pacing and role-playing; entry-level and advancement skills in retail business and general sales.

Ward Aide Program 243

Young adult inmates work as counselors and recreation and classroom aides with incarcerated juveniles.

Chapter Five

NEW APPROACHES IN TRADITIONAL COURSES

Cluster Approach to Skill Training 249

Three alternative methods of vocational training feature cluster approaches in transportation and construction trades.

Cosmetology Program at California Institution for Women 257

Trainees qualify for state licenses.

A Media Center for Prison Industries 261

Multi-media approach features individualized instruction and on-the-job training in woodworking, welding, graphic arts, and electronics.

Optical Mechanics 266

Combining a production shop and a training program to supply the optical needs of inmates saves the state $90,000 and offers nearly 100 percent placement rate for trainees.

Prison Maintenance Related Training 271

A low cost program was designed to demonstrate the usefulness of an existing boiler maintenance system as a training tool.

Watch and Instrument Repair and Manufacture 274

Traditional watch repair and prepatory skills in lab technology and instrument making.

Page

Chapter Six

SHORT TERM AND PRE-VOCATIONAL PROGRAMS

Chesapeake City Jail Training Release Program 278

Counseling and on-the-job training for inmates serving short sentences.

Mobile Training Units 282

Traveling vans outfitted with a variety of programmed materials offer short-term, high impact training.

PACE Institute (Programmed Activities for Correctional Education) 287

Pre-vocational and basic education with extensive counseling services.

Pre-Vocational Evaluation through Work Samples 295

Jewish Employment and Vocational Service has developed manipulative exercises for assessment of vocational aptitude.

Robert F. Kennedy Youth Center Introductory Vocational Program 299

A token economy and flexible scheduling are used in a coeducational industrial literacy program.

Singer/Graflex Vocational Evaluation System 303

In portable cubicles called "work stations" trainees can test their interests and competencies in several work environments.

Chapter Seven

ORGANIZATIONAL METHODS

The Arthur Campbell High School 308

Fully accredited high school inside prison walls offers training in several vocational areas.

TABLE OF CONTENTS

Page

Associated Marine Institutes 311

A network of ocean sciences training laboratories uses behavior modification techniques in programs for youths.

The Correctional School District 317

Five states have established separate administrative agencies for correctional education.

Hoomana School - An Individualized Approach to Training 352

Individualized instruction is administered by the state community college system.

Mutual Agreement Programming (MAP) 368

A contractual arrangement between an inmate and prison authorities for earning parole.

Open Community Training Program 375

Contingency contracting, token economy, group counseling and community training resources are featured.

Rikers Island MDTA Shop 381

Pre-vocational exposure, intensive counseling, skill training and job placement are featured.

Sandstone Vocational School 390

Training is offered in a community-based school allowing for a comprehensive total treatment program.

APPENDIX OF SITE VISITS

INDEX

PREFACE

FIRST NATIONAL SOURCEBOOK: a Guide to Correctional Vocational Training

The Sourcebook is the result of the first major, nationwide research project designed to produce detailed information of proven value on how various inmate training programs are implemented, financed, and operated.

Most of the book is devoted to reports on individual training programs operating in correctional institutions, or serving inmate-students in outside training facilities.

This is not merely a collection of descriptions of randomly selected courses and programs. Nor does the project staff wish to present the selected courses as "exemplary," "ideal," or "successful." Perhaps the only accurate statement that can be made about the selected programs is that all in some way met the specific criteria devised for the purposes of this project. In summary, those criteria comprised:

- Replicability. Since the main purpose of the book is to offer useful information to the planner of prison vocational training programs, courses should have features that make them transportable or reproduceable.

- Uniqueness. That which is common becomes well known and understood. The staff sought to offer fresh information on some unusual programs.

- Success. While scientific evaluation data is not often available on prison occupational programs, some evidence of effectiveness was sought.

- Distribution. To make information useful to a broad range of readers, the staff tried to introduce variety. We selected gargantuan programs, mini-courses, programs in maximum security prisons, programs that send inmates outside the walls, and courses ranging from the traditional welding and machine shops to the unique commercial diving school.

The criteria were applied to hundreds of vocational training programs in prisons in all 50 states. When telephone calls and written questionnaires failed to produce all the information necessary, members of the staff conducted on-site evaluations, interviewing administrators, teachers, and inmate-students. Staff members reviewed programs at first hand in 32 correctional institutions and training centers in 15 states.

Despite the exhaustive information gathering efforts, it was impossible to compile adequate information on all prison vocational training offerings in the United States. Some institutions simply failed to respond to repeated requests for information. Other programs were too new to evaluate. Because of the limited time allowed for project completion -- June 1972 - June 1973 -- it was sometimes necessary to limit our description to one or two programs of a particular type, even when we knew that similar and equally qualified programs existed elsewhere.

To make sure the reports were useful and relevant to the needs of those involved with planning and operating prison vocational training programs, a series of field tests was conducted involving more than 40 correctional educators and planners from nine states. Feedback from these sessions was generally favorable, and changes were made in the book where it was not.

CHAPTER ONE

SCHOOL AND COLLEGE COOPERATIVE PROGRAMS

SUMMARY OUTLINE

Program title: Arizona Multi-Agency Cooperative Training

Special features: Four-agency cooperation

Job skills taught: Auto mechanics, auto body and fender, upholstery, graphic arts, drafting, welding, and business receptionist.

Length of course: 26 to 51 weeks, depending on course.

Number of trainees: 12-14 per class.

Administration: Administered by Central Arizona College in cooperation with Arizona Department of Corrections, State Department of Vocational Education, and Department of Economic Security, Vocational Rehabilitation Bureau.

Staff requirements: One instructor per class.

Cost and funding summary: $169,256 total operating expenses in fiscal year 1970-71. Funded by vocational rehabilitation bureau and department of vocational education.

Descriptive and curriculum materials: No descriptive materials have been prepared. Copies of the four-party agreement are available from the Arizona Department of Economic Security.

Location: Arizona State Prison, Florence.

Contact: Duane Vild, Vocational Training Program, Arizona State Prison, P.O. Box 613, Florence, Arizona 85232 or Paul Kaster, unit supervisor, Arizona Department of Economic Security, Vocational Rehabilitation Bureau, 2949 West Osborn Road, Phoenix, Arizona 85017.

Summary: Four agencies have combined forces to offer seven junior college level vocational training programs for men and women at Arizona State Prison. The multi-agency cooperative agreement has been put in writing, but may be cancelled on short notice by any of the participating agencies.

Information in this report is based on observation of one class and on interviews with sources outside the prison. A Sourcebook staff member was denied admission to the men's section of the prison by Acting Warden A.E. Gomes, who said that the presence of women in the yard would be disruptive.

Administration: In April 1970 four separate agencies, Central Arizona College, Arizona Department of Corrections, the department of vocational education and the vocational rehabilitation bureau, entered into an agreement to provide vocational education in the only adult prison in the state. According to the agreement, Central Arizona College provides full-time instructors, materials, and textbooks. The college is also required to keep records of class attendance, test results, general student progress, and to assist in the placement of graduates.

The department of corrections provides space and utilities, assists in the screening and placement of participants, and has primary responsibility and authority for security procedures. The coordinator for the program is employed by Central Arizona College.

Program funding comes from two sources, the department of vocational education and the vocational rehabilitation bureau. Teacher salaries and college administrative costs are shared equally by the two organizations. The department of vocational education provides funding for equipment purchase and rental; the vocational rehabilitation bureau covers costs of all supplies, materials, and textbooks. In addition to the financial responsibilities for the program, the division of vocational education cooperates with the college to provide appropriate inservice teacher education.

The vocational rehabilitation bureau provides post-release training, placement, and follow-up services. There is one part-time vocational rehabilitation counselor for 150 clients. He visits the institution one day a week.

The contract is re-negotiated every year. Any member of the four-party agreement can cancel the entire program in 30 days.

History, implementation, and costs: As in many other states, funding for prison vocational education was a problem in Arizona. Paul Kaster, vocational rehabilitation unit supervisor, explained that no one agency could cover all the costs of vocational training. Because most of the land in the state is owned by the federal government, the tax base is small. By funneling state money through vocational rehabilitation, the funds can be increased with federal matching or multiplying amounts.

Program planning began in 1967 when Kaster was hired to develop an exoffender program for Arizona. "We went to work with 10 parolees, and realized that in order to have an effective program we should work with guys inside rather than waiting until they got out," he says. He explained that before the program started there was no vocational training; the philosophy was "put them in, lock them up, and don't make waves with the legislature." He says that the vocational rehabilitation bureau had a hard time convincing the warden that the proposed vocational training could be of any benefit.

During 1970-71 total program costs were $169,256. Of this amount $75,844 was budgeted for salaries, $9,102 for fringe benefits, $27,200 for teaching supplies, $49,110 for equipment rental, maintenance and purchase, and $8,000 for administrative costs of Central Arizona College. The department of vocational education contributed $94,283 while vocational rehabilitation supplied $74,973. Budgets for individual programs varied from $15,000 for the drafting program to $44,000 for welding. During 1973-74 the department of corrections will contribute $11,000 and Central Arizona College, $27,000.

Student selection methods: The vocational rehabilitation bureau makes preliminary student selections. For a student to qualify, a counselor must verify that the applicant has a psychological or behavioral disorder that is a handicap to employment. There must be a reasonable expectation that the services will train the student for an occupation. The department of corrections makes the final student selection.

Teaching and learning methods: Courses are offered eight hours a day for six months to a year. In the business receptionist course students receive beginning level training as keypunch operators, clerk-typists, or stenographers. More advanced training as legal secretary or medical secretary may be studied upon completion of at least one of the beginning level courses. The course is open entry; a maximum of 12 women attend class eight hours a day for twelve months. Language arts and math are taught to all the students as a group; the rest of the learning is individualized.

Staff: One instructor is employed for each course; teachers are responsible for curriculum development. A curriculum committee at Central Arizona College approves course content.

Evaluation: According to figures available to the vocational rehabilitation unit supervisor, the recidivism rate for graduates of the course is 4.5 percent. Those skeptical of the figures point out that Arizona can maintain the low rate because releasees tend to move to other areas of the country.

The unit supervisor estimated that placements were low for graduates of the business receptionist course since few of the women accepted related jobs. He estimated the average salary for secretaries in Arizona at $360 to $400 a month. The vocational supervisor contends that placements for the course are nevertheless near the 80 percent mark.

Supplementary services: In February 1973, the trade advisory council received criticism from several sources. One official said that appointments to the council are politically motivated and that the committee is "a vigilante committee composed of members who know nothing about trades."

By mid-1973 a trade advisory committee had been organized for each trade area. The teacher-selected groups meet three times a year and are composed of six to eight members.

SUMMARY OUTLINE

Program title: Associate of Arts Degree Program in Five Vocational Areas

Special feature: Junior college classes inside walls.

Job skills taught: Basic and advanced skills in culinary arts, auto mechanics, machine shop, accounting/data processing, and drafting.

Length of course: Semester basis. Two year associate of arts degree.

Number of trainees: Maximum enrollment each class, 25. April 1973 total enrollment, 77.

Administration: Junior college coordinates program, hires teachers. Institution provides facilities.

Staff requirements: 10 staff members.

Cost and funding summary: Implementation costs, $389,000. Fiscal 1972 expenditures, $138,740. Funded by division of vocational and technical education, Illinois Junior College Board, division of vocational rehabilitation and department of corrections.

Descriptive and curriculum materials available: Junior college catalog available from the college. Curriculum materials not available for distribution.

Location: Illinois State Penitentiary, Pontiac.

Contact: Dr. Elmer Wright, Joliet Junior College, 1216 Houbolt Avenue, Joliet, Illinois 60436, or Don Harvey, assistant warden. Illinois State Penitentiary, Box 99, Pontiac, Illinois 61764.

Summary: Five college level vocational courses inside the prison provide advanced training and a chance to earn an associate of arts degree in auto mechanics, culinary arts, machine shop, accounting/data processing, and drafting. Implementation costs of $389,000 were covered by four separate state agencies. Curriculum materials are identical to those used in the community college. The course accepted its first students in January 1972; no placement or evaluation figures are available. Similar courses at nearby prisons show a 52 percent placement rate.

Teaching and learning methods: Classes are conducted five hours a day on a regular semester basis, with an eight week summer session. Students must enroll at the beginning of the semester.

An effort is made to teach courses comparable to those offered on campus. A trainee receives a certificate after 15 units, and an associate of arts degree after successful completion of two years in the program. The maximum enrollment for each class is 25 students. In April 1973, there were seven students enrolled in accounting/computers, 18 in auto mechanics, 23 in culinary arts, 11 in machine shop and 18 in drafting.

Implementation requirements and costs: A number of prisons across the country have turned vocational training over to community colleges after deciding that schools are in the business of teaching and, therefore, should be able to do a better job of it than prisons. Supporters emphasize that such cooperation relieves the institution of the pressures of managing teachers, setting up criteria, and course development. Critics of the arrangement feel that the community college may be in the teaching business, but that it may not know enough about prisons to set up a worthwhile program. Illinois State Prison in Pontiac is experimenting. The warden says he feels that a good vocational program is a careful balance between practical application and academic learning. "Intellectual learning is fine," he said, "but you have to put what you learn to work."

This program requires the cooperation of a local community college. If all or most of the prison vocational classes are conducted at the college level, it is mandatory that a good basic education and high school program exist at the institution so that trainees will have the necessary academic background for college level work.

The coordinator of the program at the community college said that course selection was based on statistics from employment services and from a survey of newspaper want ads over a year. Only those courses that did not have union restrictions were considered. The two employment security counselors anticipate little difficulty in placing graduates.

Funding comes from four separate agencies. The division of vocational and technical education contributed $143,000 for implementation, Illinois Junior College Board contributed $74,400, the division of vocational rehabilitation $72,000, and the Department of Corrections, $54,740. Of this amount, $210,800 was spent on equipment and the remainder for staff salaries. Expenditures for the fiscal year beginning in July 1972 were estimated at $138,740.

Student selection methods: Applicants are recommended by the junior college staff and interviewed by the instructor. Final approval for participation comes from the assistant warden. The applicant must be within three years of parole, have at least an eighth grade education, and have no physical defects or outstanding warrants.

Course administration: The junior college is responsible for the coordination of the entire program. Instructors are employed by the college and supervised by a coordinator at the school. The prison vocational supervisor serves in an advisory capacity on matters of custody and physical facilities.

Staff: Dr. Elmer Wright of Joliet Junior College coordinates the programs for the various prisons in the area and is responsible for the hiring and supervision of the instructors. There is one instructor in culinary arts, two in auto mechanics, two in machine shop, one in accounting/data processing, and one in drafting.

Evaluation: The program at Pontiac started in September 1972; it is too new to have placement and evaluation data available. Placement at Dwight Institution for Women, which also has a college level program, is reported by the coordinator to be 52 percent.

Evaluation by trainees: Favorable reactions to the course were voiced by four trainees who were randomly selected from the auto mechanics course. They said they felt that the content of the course and level of instruction were superior to that of regular shop classes conducted by the prison itself. They were proud of the ample supply of high quality tools and the up-to-date equipment used in the class.

Supplementary services: Two counselors from Illinois State Employment Service aid in job placement. The prison is in the process of developing a learning center with programmed materials to supplement the regular class curriculum.

History and development: A staff member of the local junior college originally proposed the use of junior college teachers inside prisons in Illinois. When Pontiac decided that the college could offer better vocational training than the prison, they contacted the division of vocational rehabilitation and the department of vocational and technical education for funding. Dr. Wright from the community college was asked to act as the coordinator in setting up the vocational programs. The classes started in January 1972.

SUMMARY OUTLINE

Program title: Community College Cooperative Program

Special features: Short term, college cooperation.

Job skills taught: Auto body and fender, auto mechanics, carpentry, food service, welding.

Length of course: Six months average.

Number of trainees: Maximum enrollment per class, 12. About 225 graduates between 1969 and mid-1973.

Administration: Contractual agreement between the college and the institution.

Staff: One full-time instructor per class.

Cost and funding summary: Implementation costs estimated at $70,000 excluding equipment purchase. Yearly operating expenses about $48,000. Department of corrections funded.

Descriptive and curriculum materials: Curriculum outline and list of texts available from college.

Location: Men's Reformatory, Anamosa, Iowa.

Contact: DeWitt Booth, director of career education, Men's Reformatory, Box B, Anamosa, Iowa 52205; G.W. Eddings, director of vocational technology, Kirkwood Community College, 6301 Kirkwood Avenue, S.E., Cedar Rapids, Iowa 52406.

Summary: In an attempt to provide a wide variety of vocational classes and to offer courses matched to student interests, the Iowa State Reformatory sought the aid of a local community college. The college provides teachers and a coordinator for five short-term vocational training programs.

Teaching and learning methods: Most classes are offered six hours a day, five days a week for six months. The exception is welding, which is offered three hours a day. Approximately 70 percent of trainee time is spent in the shop area and 30 percent in the classroom. Academic courses, part of the regular curriculum at the community college, are not included in the courses offered at the reformatory. Some students participate in high school level academic courses at the prison. The college awards two types of certificates to graduates; one is given solely on the basis of attendance, the other is awarded to students who successfully pass skill and written tests. The certificates are not the same as those granted graduates of similar programs at the college since the reformatory courses are shorter and do not include academic training.

Implementation requirements and costs: The coordinator of the program explains that the most important requirement in setting up a similar program is communication between the college and the institution. He attends faculty meetings at the college two times a month; the vocational technical director from the college visits the prison every other month.

The coordinator estimates that the cost of the total program for one year is about $48,100. This includes $44,200 for teaching staff, $1,200 for textbooks and printed materials, $1,500 for equipment and $1,200 for maintenance and repair. The program is funded by the department of corrections.

Student selection methods: Counselors recommend students for the programs. The final selection is made by a staffing committee made up of the instructor, the head of career education, the director and assistant director of the case counseling department, and the psychologist. GATB scores, school records, previous experience, time to be served, and student interests are all considered in making the selection.

Course administration: Under terms of a contract between the college and the institution, the reformatory provides facilities, materials, equipment, trainees, and funding. The vocational education program is supervised by the head of career education who is appointed by the college with the approval of the institution. He serves as the liaison between the college and the prison. Teachers are hired by the college with the approval of the reformatory. The state department of public instruction approves the curriculum and certificates instructors.

Staff: Five certificated instructors from the college teach the courses. Each inmate is assigned two counselors, one to aid with personal and job-related problems, the other to help set up a total education program. The education counselors and program coordinator are hired by the college.

Evaluation: The coordinator estimates that there have been 225 graduates during the first four years of the program. He says that placements in jobs related to training have averaged about 50 percent in auto body and fender and auto mechanics, 60 percent in food service, and 85 percent in welding. There have been no graduates from the recently-started carpentry course.

Supplementary services: A few graduates of the program go on to further training at Kirkwood Community College campus. From two to 10 students on education release reside at a halfway house located near the campus. An advisory committee for each trade meets twice a year. The committees are not the same ones used by the college. Job seeking skills classes are offered.

History and development: Kirkwood Community College took over the vocational education program at the reformatory in July, 1969. Future plans include implementation of modular scheduling and individualized instruction.

SUMMARY OUTLINE

Program title: Community College Night Owl Classes

Special features: Training outside walls. Community College cooperation.

Job skills taught: Entry level clerical, electrical wiring, electronics, data processing, machine shop skills.

Length of course: 36 weeks.

Number of trainees: September 1971-June 1972, 82 enrolled. March 1973 enrollment, 124.

Administration: Cooperative agreement between department of corrections and community college.

Staff: 10 staff members including five instructors, a technician, counselor, director of placement, and two guards.

Cost and funding summary: Funded through state education budget. Department of corrections pays transportation expenses and salaries for two guards.

Descriptive and curriculum materials available: Curriculum outlines and descriptive materials available from dean of vocational instruction.

Location: Jackson Community College and State Prison of Southern Michigan.

Contact: Harold Matthews, dean of vocational instruction, Jackson Community College, 2111 Emmons Road, Jackson, Michigan 49201.

Summary: Using facilities and instructors of a local community college from 9:30 p.m. until 3:00 a.m., prisoners are receiving vocational training in five skill areas.

Teaching and learning methods: Two prison buses transport inmates to and from on-campus classes taught by college faculty members. College facilities used for the courses include five classrooms, six laboratories and shops, and an audiovisual room. Students are paid 25 cents a day; texts and related materials are loaned to trainees. Each participant may earn 15 credits per semester; the college awards certificates to students who complete the nine month courses. Inmates may also participate in the two-year associate of arts degree program.

Implementation requirements and costs: Schedules for participants are adjusted so that they may sleep and study during the day while other inmates are working or attending school. The director of treatment for the department of corrections indicated that the program is especially suited for institutions located in communities that might react adversely to prisoner participation in regular daytime classes. The nighttime training makes maximum use of the community college facilities and permits more inmates to receive training than if the courses were conducted during the day when prisoners would have to compete with outside students for available training slots.

The community college is reimbursed by the state for program expenses including teachers' salaries, supplies, materials and facilities. The only expense to the State Prison of Southern Michigan is for transportation and the salaries of two correctional officers.

Student selection methods: Program participants are required to have sufficient time left to serve to complete the program and to have a high school diploma, to have passed the General Education Development test, or to score at tenth grade level on the General Aptitude Test Battery administered by the Michigan Employment Security Commission. After an employment security counselor evaluates the test results, he submits a list of potential candidates to the deputy warden who evaluates behavior, length of sentence served, and security clearance. Inmates are interviewed by the education staff at both the institution and the college before being admitted to the campus progam.

Course administration: The institution is responsible for transportation and security. Two correctional officials accompany the trainees and drive the buses. The college is responsible for program coordination, counseling, and placement. Admission and records, secretarial, clerical and business office services, and facilities and staff are also provided by the college.

Staff: Five full-time college faculty instructors and one technician teach the courses. A counselor from the community college serves as liaison between the school and prison officials. He works with students enrolled in both the daytime and midnight programs and is responsible for initial screening of candidates, for student career counseling, program evaluation, and course selection.

The director of placement, also hired by the college, makes weekly visits to the prison and trusty division. He works primarily with graduates of the program.

Evaluation: A March 1973 report on the program notes that 116 men started the September 1972 program. Twenty were terminated; of those 20, three were sent to maximum security, one was sent to the psychiatric clinic, four walked away, two were out on writ, two were removed for poor conduct, and eight were paroled. Of the eight who were paroled, six enrolled in colleges or universitites and one was employed by General Motors Technical Laboratory. No information is available on the other two graduates. During the 1971 school year:

> "Sixty-six inmates completed one-year programs in business (30), electrical wiring (22), and electronics (14) during the [1971] school year and were awarded certificates or associated degrees.
>
> Only 16 of [the 82 starting the program in September 1971] failed to complete the course. Four dropped out at their own request, another four were discharged or left prison for a court hearing, six were transferred to other institutions and only two were removed for disciplinary reasons.
>
> ...Of those who completed the first year [1971] of the innovative program, 11 have been paroled. Five are holding [training-related] jobs, three are still attending JCC, three have applied to or are attending other colleges, and one is unemployed.
>
> Of those still in custody, 17 have applied to or have been accepted by other colleges and universities, eight plan to continue their education at JCC, and 30 have yet to make any definite educational plans."

Supplementary services: In addition to the midnight vocational classes, the college faculty teaches a wide range of academic classes inside the institution. Vocational classes are also offered by the department of corrections for college students wishing additional training and for inmates not allowed to participate in the community program. A copy of the community college library card index will also be kept at the institution; a shuttle service from the college to the institution will provide materials requested by prisoners. Two inmates will be trained to use and update the card index.

History and development: The program was the result of a brainstorming session held by representatives of the college, the institution, and the state legislature. The group thought that night use of the community college was the most practical way to offer vocational training. These were not the first classes offered through a cooperative arrangement. During the fall semester of 1967 the junior college staff taught a psychology class for nine lifers. In 1968, the community services division and state director of treatment developed a training release program that was approved by both the board of trustees and the state correction commission. The program was in operation for four semesters; six students attended classes full time. The program was discontinued because of a walk-away and other problems. In 1969 four junior college programs were taught inside the wall. During the fall semester of 1972, 451 students were enrolled.

The midnight program "was another experiment in using community resources," says Perry Johnson, director of the Michigan Department of Corrections. "We are more than pleased with the results. The quality of the courses offered, the cooperation and enthusiasm on the part of the college, and the attitude of the inmates themselves were all encouraging," he states.

Additions to the program are being considered. The dean of vocational and technical education at the college plans to recommend a contract between the prison and inmate college students guaranteeing their release upon completion of the course and job placement. The prison and college are exploring the possibility of short-term housing in the Jackson area so that some men can finish their vocational training while on work release or parole.

Contact: William O. Gall, associate dean of faculty, Mercer County Community College, Trenton, New Jersey 08690.

Information regarding the electrowriter system can be obtained from Victor Comptometer Corporation, 3900 N. Rockwell Street, Chicago, Illinois 60618.

* * * * * * * * * *

Summary: A liaison between a community college and four state prisons in New Jersey uses specialized telephone company equipment to relay college classroom lectures to television screens in the prisons. Two-way communication is achieved electronically allowing "discussion" among students in several locations as well as with the lecturer. One lecture hour each week is presented in person by the instructor at each prison. Courses are presently offered to 450 inmates and New Jersey expects to expand this prison education network to include a wider range of curriculum for more institutions.

Teaching and learning methods: This unique system was devised by Donald Weinberg, director of the college media center, who worked in conjunction with New Jersey Bell Telephone engineers. It allows two-way voice communication between the campus and each of the institutions included in the network. The professor gives his lecture as he would to a normal class. At the time he chooses, he pushes a button marked for each of the institutions and asks for questions or discussion on the topic at hand. While the professor is responding to a question from a student at one institution, students at all the other locations in the network hear and can respond to another student or the professor. This telelecture unit interlocks with an electrowriter which visually projects illustrations, problems, experiments, written questions and blackboard notes to all of the institutions simultaneously. Whatever the professor writes on his simulated blackboard is projected on an overhead screen in each prison classroom. Thus the student not only hears the professor, participates in the discussion and sees notes, but may also send written questions and answers back to the professor. All functions in the network are recordable and hence retrievable. In fact, lectures on tape are now being stored in prison libraries. In this way, students can repeat or pick up a missed lecture. Another advantage is a dubbing mechanism which allows the professor to embellish his lecture with interesting sidelights or enrichment materials. This can be transmitted during non-class time allowing the motivated student to explore paths of special interest.

In addition to the technological feats of this network, the more traditional approaches have been retained as essential to the learning process. Faculty rotate among the prisons to provide personal teaching for one of the three hours of lectures each week.

Implementation requirements and costs: A highly coordinated effort of college faculty, education department of each prison, inmate coordinators, and the telephone company is necessary if this sort of network is to be successful.

Key people in the network are the education directors of each institution, who arrange the necessary classroom space and time. With four prisons receiving simultaneous lectures this can be a scheduling challenge for the coordinator at the community college as well. Inmate coordinators serve as essential support people, handling class lists, records of attendance, and some minor mechanical problems. Teachers and counselors must be mobile. One prison is located 91 miles from the college.

In addition to the physical problems in establishing the network, there is the administrative task of providing a flexible educational program suited to the varieties of needs in a complex prison population. Built into the program is the counselor who offers individual assistance to each student, particularly in planning his academic program. Initial costs of $250,000 for equipment can be reduced over time, with an increase in the number of students served.

Student selection methods: Courses are open on a semester basis to inmates who have completed high school or its equivalency. PEN staff suggest that it is best for a student to begin with one or two courses before undertaking a full time load of five. Ideally there should be a two-week orientation period to assist both the student and the staff in selecting appropriate courses.

Staff: The faculty has expanded with the growing enrollment. At present, eight full-time instructors are employed by the college to develop courses and implement the teaching program. In addition, four "adjunct" faculty members teach one course each. There are two part-time faculty members. A special effort was made to recruit staff members with a deep sense of social awareness and commitment to prison education. Every instructor spends a minimum of six hours each week in the prison. Three counselors are scheduled for both day and evening counseling and visit each institution two times a week.

Evaluation: Educational Testing Service (ETS) of Princeton, New Jersey, was contracted to evaluate the PEN program in 1972. Specifically, the evaluation was concerned with comparing specific educational activities to those which are available on the college campus, the apparent impact of the program on inmates, and the apparent impact on the prisons and their staff. Methods used were personal visits by ETS staff to each of the prisons involved, interviews with PEN faculty, inmates and prison staff, a study of the educational materials used, and a brief questionnaire to staff and inmates. ETS administered workshops for PEN faculty on testing design and measurement, following which the faculty were asked to submit their course objectives and final examinations to ETS for review. These exams became one of the basic criteria for the evaluation of student success.

Conclusions of the study were:

1. PEN is comparable to extension-type education and is clearly a legitimate college-level program.
2. There was overwhelming enthusiasm and support for the PEN program among the inmates, which indicated considerable future orientation or goal-directed thinking among those who participated.
3. Staff of the prisons gave the impression that they were neither enthusiastic nor negative about the PEN program, but tolerant.

Analysis of those students (about one-third of those who enrolled) who had withdrawn during the fall and spring semesters (1971-1972) indicated that of this group, the majority had been released from prison. Six of these were already enrolled in other colleges and indicated that their experience with the PEN program was the reason they were continuing their education. During the fall semester, 31 percent were dropped to part-time status and an average of 20 percent were moved by the institution to protective custody status and were no longer eligible for the program.

Areas which ETS evaluators felt needed improvement were:

1. Working out the "bugs" in the audiovisual support system.
2. A broader range of course offerings, with special consideration given to the choice of appropriate courses.

3. Additional counseling and guidance opportunities.
4. Higher priority among other institutional activities.
5. Opening the educational opportunity to prison staff as well as inmates, with appropriate recognition through promotion or salary increments for college credits earned.

However advanced in its approach to education, the network system at this time can only reach seven percent of the educable prison population and is limited in the scope of its educational offerings. Remedial and rehabilitative services cannot be offered without more funds. Inmates who seem to be college material are denied opportunities because there is no adequate program to carry them from illiteracy to higher education. Limited as it is in meeting the educational needs in prisons, those who conceived the network think of it as phase one of a much bigger program. Recent changes in New Jersey's correctional education picture indicate that this may become the framework for a much more comprehensive effort.

Evaluation by trainees: One young prisoner wrote in July 1971 ("The College Behind Bars," Welfare Reporter, Vol. XXII, 3, New Jersey Department of Institutions and Agencies), "There has been much said about the college program here, but obviously those who make it work are we prisoners who participate in it......It is the general concensus among the men in the program that had they remained free they wouldn't have gone to college. Many of us feel that this program can be a great step forward in our lives, and that the start we get here will enable us to continue further upon our release and prevent us from returning to prison."

History and development: In 1968 Robert Hatrak, then the director of education at Trenton State Prison, approached nearby Mercer County Community College to see if they would offer courses within the prison for well-motivated inmates who would soon be released. The college's board of trustees readily approved the recommendation and endorsed a suggestion that tuition costs be waivered for those inmates who had no means of financing their higher education. The success of this initial effort was seen in June of 1971 when five inmates were awarded associate of arts degrees in a unique commencement ceremony at the prison. The question was--how could such a successful program be shared by other institutions? The use of closed-circuit television was ruled out as prohibitive in cost. It was then that the college media center/telephone company linkage idea emerged. In the fall of 1971 classes were transmitted to four prisons instead of one, and the program has been steadily expanding ever since. Community college staff hope to provide additional courses in specific job skills, such as data processing and drafting, in the near future.

Summary Outline

Program title: Cooperative Programming at Fox Lake, Wisconsin

Special features: Cooperation with local vocational technical school.

Vocational programs available: Credit granted in auto body, machine shop, electronics, marketing, welding, small engine repair, mechanical drafting, custodial services, and auto mechanics.

Length of course: Two semesters.

Number of trainees: Maximum enrollment 20 per class. April 1973 enrollment academic and vocational, 130 full-time, 103 part-time.

Administration: Directly administered by department of corrections. Vocational technical institute responsible for course evaluation, curriculum development, follow-up, and for awarding approved credits, diplomas, and associate of arts degrees.

Staff requirements: One vocational technical certificated instructor in each program area.

Cost and funding summary: Implementation cost estimated at $400,000. In other institutions would vary with facilities and equipment available.

Descriptive and curriculum materials: Catalog describing courses at Moraine Park Technical Institute available from the Institute, 235 North National Avenue, Fon du Lac, Wisconsin 54935. Individualized curriculum materials are being developed.

Contact: Ron Hall, director of cooperative programming, Moraine Park Technical Institute. Mr. Hall suggests that those interested in further information telephone him at (414) 928-3151 or (414) 922-8611. John Plank, principal, Wisconsin Correctional Institution, Box 147, Fox Lake, Wisconsin 53933.

Summary: This institution is proposing to offer vocational technical institute accredited courses using facilities and equipment currently available in its comprehensive vocational training program. The school has taken the first steps: a director of cooperative programming from Moraine Park Vocational Technical Institute has been appointed, and most courses have been accredited by the vocational technical institute. All classes will be open-entry and will be coordinated with classes offered on the outside at campuses similar to the one at the institution. Flexible scheduling of classes will permit the inmate the same freedom of course selection as offered to any student on vocational technical campuses. Follow-up studies of students will be conducted through the institute.

Teaching and learning methods: Existing programs in auto body, auto mechanics, marketing, machine shop, welding, electronics, small engine repair, and drafting are being reorganized to make them comparable to courses offered at vocational technical institutes throughout the state. Moraine Park Vocational Technical Institute department chairmen and subject matter coordinators will help establish minimum standards for credit transfer to other institutes. The director of cooperative programming from the institute will aid teachers in developing and using individualized learning materials. All courses will be open-entry. Schools on the outside are also working towards the goal of admitting students any day of the year. Thus, parolees will be able to continue their education immediately after release in a school offering an identical curriculum. During the first school year scheduling will be comparable to that in local vocational technical schools. Students will move from class to class and participate in both the academic and vocational school programs. Trainees will be in 45 to 90 minute classes six hours a day for academic and skill training. The maximum enrollment for any class will be 20.

Many programs at the institution are already organized to offer approved vocational technical school credit. The curricula are organized into several separate classes. For example, in the marketing program, students are required to take merchandising, production typewriting, beginning marketing, fundamentals of retailing, fundamentals of salesmanship, applied business law, and communication improvement during the first semester. During the second semester, students will take business correspondence, merchandising math, advertising and layout, merchandising display, communications improvement and human relations. As described in the institute catalogue, the communications course features: "Fundamentals of speech, applicable for varied speaking activities, formal discussions, parliamentary procedures, conferences, speeches of persuasion and information, presentations, welcomes, acceptances and tributes...listening and evaluation skills."

Human Relations is described as: "A study of personality and human relations that will assist the student in understanding interpersonal relations on the job. The course is oriented toward helping the student develop proper attitudes and understandings aimed at making sound judgments on and off the job."

The vocational and academic vocational technical program will operate in connection with an adult basic education class and pre-vocational training using Singer/Graflex materials -- individualized skill stations featuring common tools and tasks for a given trade area. The basic education and pre-vocational programs are designed to bring students to the point where they can succeed in the vocational technical credit programs.

Implementation requirements and costs: The main requirement for implementation of a similar program would be the cooperation of a local vocational or technical school. Costs of implementing a similar program in other institutions would vary depending on the facilities and equipment in use. Fox Lake is a modern institution that already had much of the necessary equipment and a wide range of vocational courses. Estimated implementation costs are $400,000.

Student selection methods: A classification committee composed of the associate warden in charge of custody, the industries manager, a social worker, and the school guidance counselor confer with prospective students and outline individual study programs. Admissions to classes, or changes in classes are approved by the school principal.

Inmates are sent from two other institutions, Wisconsin State Reformatory and Wisconsin State Prison after 30 days of assessment and evaluation to determine program eligibility and vocational interest. Interest is the primary factor in selection of students for the courses, administrators say.

Course administration: The courses are directly administered by the department of corrections through the school principal. The director will be responsible for the evaluation of the courses and will supervise the development of curricula to make the courses equivalent to those offered outside.

Staff: The institution has one vocationally certificated instructor in each trade area. The program is supervised by the school principal. A director from the vocational technical institute works full time in the institution to coordinate the program with the district vocational technical school. He is also responsible for securing consultants and curriculum experts for the vocational programs. Teachers will spend approximately 25 hours in the classroom and have 10 hours a week for preparation periods and inservice training. The institution intends to hire a substitute to take over classes when regular teachers are on vacation or ill.

Evaluation: All follow-up of students will be done through the vocational technical institute using the same system as is used for graduates of outside programs.

Supplementary services: Placement services of the technical institute will be used to find jobs for graduates. Some students will participate in Mutual Agreement Programming (See page 377). As a part of MAP, job seeking skills are taught by a representative from the employment security division of the state.

History and development: The program is the outgrowth of a 1971 evaluative report and recommendations for the Wisconsin Bureau of Adult Vocational and Technical Education. Fox Lake already had a wide array of vocational training programs, but chose to alter the programs to provide coordinated educational programs from incarceration to community based living. The director sees a definite advantage to this system, since graduates will be able to transfer approved and recognized vocational technical credits to other vocational technical districts in Wisconsin.

Fox Lake plans to implement a two year junior college program leading to an associate of arts degree beginning in January 1974. Participants will spend at least one semester at the institution and will then be eligible for study release or parole. The administration estimates that all 100 participants will be paroled within two semesters. The number of participants will remain constant; once members of the group have been admitted to study release or parole, the same number of new students will be added to the rosters. A complete staff of teachers will be hired by the Moraine Park School District. The Higher Education Aid Board will cover the cost of training outside the institution.

SUMMARY OUTLINE

Program title: Dade County Training and Treatment Center

Special features: Joint venture of county agencies.

Job skills taught: Automotive repair, welding, paint and body repair, radio and television repair, drafting, typewriter repair, and cooking.

Length of course: Courses range from 450 to 900 hours.

Number of trainees: 12 per class. Figures for September 1971 to October 1972 indicate 360 students were enrolled in the seven courses, the majority choosing typewriter repair.

Administration: The vocational program is administered jointly by the Dade County Corrections and Rehabilitation Department and the Dade County Board of Public Instruction.

Staff requirements: One full-time instructor per class.

Cost and funding summary: The program receives $100,000 per year from the department of corrections. Vocational Rehabilitation provides $50,000.

Descriptive materials available: Short descriptions of the courses are available from the institution.

Location: Dade County Training and Treatment Center, 6950 NW 41st Street, Miami, Florida 33166.

Contact: Russel W. Buckhalt, rehabilitation supervisor, same address.

Summary: The Dade County Training and Treatment Center (formally the Dade County Stockade) houses inmates who have received sentences up to one year. In 1971 a joint venture agreement was entered into between the Dade County Corrections and Rehabilitation Department and the Dade County Board of Public Instruction to establish a vocational training school on Treatment Center premises. The county appropriated funds for construction of a vocational school and the Board of Public Instruction agreed to supply the equipment and learning materials plus recruit and pay for vocational instructors. The first classes began in October 1971.

Since that time, enrollment in the courses has increased and two classes have been added. Instruction in air conditioning and dry cleaning was scheduled to begin in Summer 1973.

Evaluative data on the program was being collected in mid-1973, but the program officials considered it too early to release any findings. A case worker for vocational rehabilitation, assigned to help men released from the Training Center find employment, reports that 85 percent of her clients find training-related jobs.

Teaching and learning methods: Classes last six hours each day and meet in separate shop areas, one for each vocational course. Students may enter at any time. Instruction involves some written materials and training films, but consists primarily of practical application. Trainees maintain county equipment in some courses; the typewriter repair class, for example, repairs all county manual typewriters. In the cooking class, only the trainees and their instructor consume what they prepare.

Approximately 100 men are participating in work release, using skills learned in the vocational classes. Men may work up to 12 hours per day. They receive regular wages which are put into a holding account at the Center. The Center subtracts $3.50 per day for room and board and allots each releasee $15.00 per week for personal expenses. The remainder is paid to the inmate upon release.

Implementation requirements and costs: Support from the local school board is essential since it supplies equipment and materials, and pays instructors.

Dade County Corrections and Rehabilitation Department appropriates approximately $100,000 for equipment replacement and maintenance, supplies, and salaries. Vocational Rehabilitation spends $50,000 per year on clothing, tools, and job placement services for Center releasees.

Student selection methods: The only requirement for entry to courses is that the student be sentenced for at least 90 days. Persons who meet this requirement and who express an interest in vocational training are referred by prison officials to appropriate instructors. Instructors have final say, and may administer training-related tests to determine student suitability.

Course administration: The program is jointly administered by the school board and department of corrections. The Dade County Board of Public Instruction provides equipment, educational materials, and recruits and pays course instructors. The County Corrections and Rehabilitation Department is responsible for replacing and maintaining the equipment. The corrections department also pays the salaries of security guards and the job placement staff.

Florida State Vocational Rehabilitation provides released trainees with tools and clothing appropriate for their trade, and works with the Florida State Department of Employment to place the trainees in jobs upon release.

Staff: Instructors are certificated adult school vocational education teachers. A cooperative interview is held with the prospective teacher and representatives from both the school board and from the Training and Treatment Center. Contracts are renewed yearly for the first three years and are then subject to tenure.

Evaluation: A formal evaluation of the program has not been prepared. A case worker for vocational rehabilitation assists men released from the Training Center in obtaining employment. She reports that 85 percent of the trainees find training-related jobs. Her data does not indicate how long the men keep the jobs. She conducts a follow-up report on each man one month after he has found employment. If he and his employer are satisfied with the working arrangement, her job is finished and no further records are kept. If either the client or the employer is unhappy, she will assist the man in finding another job.

Supplementary services: The Training and Treatment Center staff coordinate job placement efforts with vocational rehabilitation and the state department of education. A case worker at vocational rehabilitation is assigned the task of assisting men released from the Center in obtaining employment. Her services are available to any inmate enrolled in the courses. Persons released before graduation are eligible if their training is sufficient. Working with the vocational instructors at the Center and with personnel from the Florida Department of Employment, she traces leads of possible employers and arranges for interviews. For those men who obtain employment she provides an average of $190 for tools and clothing.

The Center also offers inmates "school release" where they may attend college courses in sociology, psychology, and human relations at Miami Dade Junior College. The junior college has waived all tuition fees for Center residents.

SUMMARY OUTLINE

Program title: Federal Prison Camp/Community College Vocational Training

Special features: Cooperation with junior college; inmates attend classes with civilians outside prison; apprenticeship program.

Job skills taught: Entry level skills for auto mechanics, brick and block masonry, welding, auto body, electronics, air conditioning and refrigeration, drafting and design, and computer science.

Length of course: Courses range from two and three semesters each to one year. Students attend classes six hours a day.

Number of trainees: 200 inmates are enrolled in college courses.

Administration: Bureau of Prisons and Okaloosa-Walton Junior College.

Staff requirements: One instructor per class.

Cost and funding summary: $57 per enrolled student per semester for books, tuition and tools.

Descriptive materials: General information on the vocational programs is available from the prison camp.

Location: Federal Prison Camp, Eglin Air Force Base, Florida 32542.

Contact: James E. Rusmisell, supervisor of education, same address.

Summary: The Federal Prison Camp at Eglin Air Force Base contracts on a yearly basis with the Okaloosa-Walton Junior College to provide camp residents with academic and vocational training. Inmates are transported by bus to the nearby college and attend classes with civilians. For those inmates considered poor security risks, teachers come from the college to the camp and conduct similar courses. Accredited apprenticeship programs are offered.

Teaching and learning methods: The educational program at the camp is divided into three areas: (a) college credit courses where inmates work toward A.A., B.A., and M.A. degrees; (b) adult studies in which inmates complete their high school education or take adult basic education classes, or other non-credit courses; and (c) vocational training in auto mechanics, brick and block masonry, welding, auto body, electronics, air conditioning and refrigeration, drafting and design, and computer science.

Vocational classes combine theory and practice, emphasizing practical application. Equipment repaired and serviced by trainees is often provided by county school district employees and regular junior college students. Vocational students repair air conditioners, cars, etc. just as a work order would be handled in an outside shop.

At any time during their sentence at the camp, residents may apply for entrance into the state apprenticeship program. Selection is made on the basis of need, interest, and past experience. Once admitted to the program, the inmate generally starts (or continues if he is already enrolled) taking vocational classes at the college. When he finishes the courses of his choice, he may take a work-release job, or continue training at the college or camp shop. Apprenticeship trainees are eligible for veteran benefits.

Fifty trades are covered in the apprenticeship program, including the six offered at the college. Approximately 80 men are in the program.

Full-time vocational students and apprenticeship participants are required to take basic education or trade-related courses (blueprint reading, etc.) in addition to vocational training.

Implementation costs: The prison camp appropriates $57 per enrollment per semester for tuition, books and tools for the 200 inmate students. Funds come from Federal Prison Industries and Bureau of Prisons education allotments. Instructors are paid by the Florida Department of Education and the junior college.

Student selection: Prisoners considered assertive, poor risks, or those convicted of drug charges are not eligible for classes on campus. A prison classification team makes the final selection.

A camp joint apprenticeship committee, operating under state apprenticeship council guidelines, selects inmates for the apprenticeship program. Selection is made on the basis of need, interest, and past experience.

Course administration: The program is administered by the camp's education division. Inmate-students are considered regular junior college enrollees.

Staff: Approximately 50 instructors are involved in teaching the inmates. Certification by the state of Florida is required. Six inmate bus drivers provide transportation.

Evaluation: The most recent evaluation was conducted in 1969, according to camp officials. Follow-up studies of 100 inmates showed that one year after release 39 percent held their initial training-related job.

Supplementary services: Inmates not involved with the apprenticeship program receive job assistance from community treatment centers and from probation officials. In some cases camp personnel will recommend inmates for apprenticeship programs outside the prison. For apprenticeship releasees, prison staff will contact the apprenticeship council in their home towns and arrange interviews with businesses and other training programs.

SUMMARY OUTLINE

Program title: Intensive Training in Welding, Related Mathematics, and Blueprint Reading

Special features: Local junior college cooperation.

Job skills taught: Oxygen-acetylene welding, electric arc welding, and gas arc process skills.

Length of course: Eight and one half hours per day for 10 weeks.

Number of trainees: 12 per class: 108 have completed the course.

Administration: The course is jointly administered by Lakeland College, Mattoon, Illinois, and the Illinois Board of Vocational and Technical Training.

Staff: One full-time instructor per day class and one part-time instructor per night class.

Cost and funding summary: Implementation costs were estimated at $51,591; yearly costs now are running around $16,000. Funding comes from three sources: Lakeland College, State Board of Vocational and Technical Education Training, and the Department of Vocational Rehabilitation.

Descriptive materials available: The staff of the Illinois State Farm Vocational Department was preparing materials in mid-1973.

Location: Illinois State Farm, P.O. Box 500, Vandalia, Illinois 62471.

Contact: Ivan L. Witbracht, education administrator, or Carl Ehlert, vocational education supervisor, same address.

Summary: This open-entry, 10-week course offers instruction in welding plus related technical mathematics and blueprint reading. The welding course is offered in three phases enabling the inmates to enter at various times and to exit when entry level skills are mastered. The program is offered through a contract agreement with a nearby college which provided the initial equipment and selects the course instructors. Descriptive materials are currently being prepared.

Teaching and learning methods: The welding class is divided into three sequential phases. Phase I of the program teaches oxygen-acetylene welding which includes cutting, brazing, and welding in various positions. Phase II covers electric arc welding, emphasizing the various positions and adjustment skills for welding rods and steel. Phase III emphasizes a gas arc process. Students work on ferrous metals with the CO_2 welder and on non-ferrous metals with the tungsten-inert gas welder.

After six and a half hours of welding instruction, students attend two-hour evening sessions twice a week in technical math and blueprint reading. All instruction takes place in the prison.

When students complete the welding, math, and blueprint courses they receive certificates of completion plus twenty quarter hours of credit toward an A.A. Technical Education degree.

Implementation requirements and costs: After the initial cost of equipment, the course instructor estimates the yearly cost of the program at $1,132 for commodities such as books and stationery items; $600 for projectors, blackboards, chairs, etc., and $14,320 for the instructor's and supervisor's salaries.

The following pieces of equipment were purchased for the program: Smith flame cutter MTC-12 at $440; Smith 98 welder and cutter, six at $175 each; Lincoln 250 AMP-AC-DC Model 250-150, six at $302 each; TIG-Miller tungsten inert gas #330 8 BP at $1,375; and MIG-Hobart Metallic alert gas #RCC610 at $1,975. The following texts are used: *Technical Mathematics*, Thompson, Ewen, Nelson & Pickard, 1969; *Basic Blueprint Reading and Sketching*, Delmar Publishing, Inc., 1952; and *Welding Skills and Practices*, Giachino, Weeks & Brune, 1972.

Student selection methods: Students are selected through an interview process during which the instructor and supervisor try to determine the interest and sincerity of the student. On occasion a mechanical aptitude test is administered.

Course administration: Lakeland College, Mattoon, Illinois provides instructors, materials, and equipment with funds obtained from the Lakeland College Board and the Illinois Board of Vocational and Technical Education Training. The Illinois State Farm provides supervision, space, utilities, and trainees. DVR provides counseling and placement services.

Staff: One full-time day instructor and one part-time instructor for the evening classes are required. The vocational education supervisor at the institution spends approximately 20 percent of his time with the welding program. Instructors are selected on the basis of criteria established by Lakeland College.

Evaluation: Lakeland College has conducted a brief evaluation of the program. The dean of vocational education reports that many trainees have secured training-related jobs, indicating some level of success. Specific data is not available.

Supplementary services: A representative from DVR meets with students once a week for counseling and interviews. On the basis of this representative's personal judgment, selected students are given DVR assistance in job placement. Usually this amounts only to a referral from DVR to a potential employer in the student's home town.

History and development: The Illinois State Farm contacted the Lakeland College Vocational Training Department and inquired about possible course offerings at the institution. Funding arrangements were made, and the program began on January 11, 1971. Since that time 108 students have completed the course. The dropout rate has averaged eight percent.

SUMMARY OUTLINE

Program title: -Paraprofessional Training in Media Technology

Special features: Educational release, individualized learning, community integrated.

Job skills taught: Photography, graphics, audio-visual technology, library technical services, repair of media center equipment.

Length of course: Two years.

Number of trainees: Ten men from two correctional facilities were enrolled in the fall of 1972 with four additional students representing veterans and minority groups from outside the institution. Enrollment has fluctuated during the 1972-1973 year.

Administration: Burlington County College.

Staff: One teacher-coordinator and a laboratory assistant.

Cost and funding: $72,000 implementation grant from U.S. Department of Health, Education, and Welfare, Library Bureau. Annual operating costs are estimated at $100,000.

Descriptive materials are available from the program coordinator.

Location: The program is offered at Burlington County College. Students are from the Youth Reception and Correction Center at Yardville and the Youth Correctional Institution at Bordentown, New Jersey, particularly the satellite unit at New Lisbon.

Contact: Fleming Thomas, director or Lorenz J. Gude, educational programs coordinator, Division of Learning Resources, Burlington County College, Pemberton-Browns Mills Road, Pemberton, New Jersey 08068.

Summary: Inmates from correctional institutions in New Jersey are integrated with a community college student body in a two year program which may lead to employment in educational media technology. To be eligible under the New Jersey work release law inmates must be within six months of parole. Paroled students may continue with the program since funding allows a $200 per month stipend.

Teaching and learning methods: Burlington County College has one of the best equipped audio-visual production centers in the country, according to Lorenz Gude, coordinator of educational programs in the learning resource center. With this as a base the program emphasizes the individual learning experience. Study carrels provide privacy for students to work with learning packets and a variety of audio-visual aids at their own pace. An internship required in the program is offered through on-campus part-time employment.

Curriculum for the Media Technology course offers a wide range of choices. In addition to electric circuits, introduction to instructional media and library services, typewriting, and photography which is required during the first year, the student has to earn 21 credits in general education. In the second year he can choose one elective in addition to the required courses in audio and video techniques, media center technical processes, problems of media center organization, and an internship as a media technician or library aide. In all of these courses offenders and parolees are integrated with other day students. Students can enter the program four times a year on a modified trimester basis.

Implementation requirements: Logistical problems occur in this program because students are located off campus. Those who come from the satellite center are driven by an inmate in a state vehicle. Custody has been minimized because the students have been screened for trustworthiness before they are admitted to the program. According to Gude, the attendance and motivation of these men is good until they are paroled. Once the men are on their own, which can happen within a few months after they enter the program, they frequently have difficulty finding housing and transportation within range of the college. Since there are no dormitories at the college, Gude is recommending in the 1973-1974 funding plan that a half-way house be located near the college for the students on parole. In addition, he is requesting a counselor to be assigned to cover personal and attendance problems and the follow-up necessary in coordination of the program, particularly in placement of graduates.

Recruitment for the program is more difficult because of the low salary levels in the media technology field. Average annual income for paraprofessionals is $6,000-7,000. Funding from the Library Bureau for this program means that students receiving the $200 per month stipend are not eligible for the range of vocational choices open to other students. Gude feels that a broad choice of vocational programs combined with a half-way house would allow a college release program to achieve its maximum potential.

Student selection methods: Potential students are screened by the classification committees of the two institutions and are referred to the teacher-coordinator for an interview. Most of the students come from the satellite center, a minimum security facility that houses 65 men and provides food services to a state school for the retarded. The project director of this center works with the teacher-coordinator in the recruitment process. Students must have completed high school, or its equivalency, and must demonstrate personal characteristics indicating ability and motivation to undertake college work.

Administration: The course is administered by the college with the cooperation of the education directors of the two institutions at Bordentown and Yardville. The director of the college's division of learning resources has responsibility for the program.

Staff: One teacher-coordinator, who also serves the division as coordinator of education programs, has been supported by various faculty members, many of whom also teach at Bordentown Correctional Institution. A laboratory assistant keeps the photography and graphic arts laboratories open eight hours a day.

Evaluation: As a transitional experience from incarceration to parole, the program has shared in some of the accompanying trauma with its students. The original intention was to have parole jurisdiction transferred to Burlington County, but several participants have been unable to obtain satisfactory housing in the county. Whether these problems can be alleviated with a half-way house is still to be determined. An evaluation of the first year of operation was to be completed in mid-1973.

History and development: Initiated in the fall of 1972, the program was designed to prepare its graduates for employment as paraprofessionals in school media centers and libraries. A thorough study, based on the opinions of the county's school superintendents, showed that there should be 80 openings in the Burlington County area by 1974.

In addition to veterans and minority group members, who were included in the original grant, program planners are now seeking a more diverse mix and are hoping to add mothers on welfare to next year's classes. Primary emphasis will remain on inmates who are eligible for educational release.

Future plans also include involving students in actual television production to enable graduates to move into the growing field of cable television.

SUMMARY OUTLINE

Program title: Project New View (Landscape Design and Ornamental Nursery Skills)

Special features: College cooperation, organizational model.

Job skills taught: Range is from entry level skills in landscaping and nursery operation to para-professional and professional level landscape design.

Length of course: A typical college schedule is followed.

Number of trainees: An average of 10.

Administration: The state bureau of corrections sets policy. Course content is determined by Pennsylvania State University.

Staff: A director, counselor, and supervisor of institution's nursery. Courses are taught by faculty members from Penn State.

Cost and funding summary: Yearly operations cost estimated at $64,000. Funding from LEAA, OEO, state budget.

Descriptive and curriculum materials available: A mongraph describing the program is available for limited distribution from the institution.

Location: State Correctional Institution at Rockview, Bellefonte, and at the campus of Penn State in State College, Pennsylvania.

Contact: Joseph F. Mazurkiewicz, superintendent and project director, Project New View, State Correctional Institution at Rockview, R.D. 3, Bellefonte, Pennsylvania 16833.

Summary: Project New View is a large-scale experiment designed to provide college and other post-secondary school training for inmates. Pennsylvania State University offers extension courses at the prison, then accepts parolees as regular students in an after-care program run by the bureau of corrections. Students can earn an associate of arts degree while still under the supervision of the bureau. They will then be eligible to earn a bachelor's degree in a post release program. This report focuses on the landscape design segment of New View.

Teaching-learning methods: Trainees enroll in a course sequence determined by the project staff. Initial course offerings are in general subject areas such as biological science, economics, statistics, Spanish, speech, sociology, history, and English. The courses specifically related to the landscape training are offered in the following sequence:

Spring Term: Landscape Graphics I, Drawing and Lettering, Principles of Home Ground Design, Nursery Practicum.

Summer Term: Biology, Art History, Home Ground Design, Plant Materials, Land Graphics II.

Additional courses from Penn State's nationally recognized landscaping program are offered to advanced students.

Each student spends half of the training time on the job at the nursery plantation operated by the department of corrections. Here students study all phases of nursery operation including planting, cultivation, identification, shipping, and selection. The nursery provides plants and shrubs for schools, hospitals and other state institutions.

Implementation requirements and costs: Almost every correctional institution has some sort of landscaping or gardening program. Usually the major objective of the program is to economically maintain attractive grounds around the institution. Project New View offers an example of a method for converting a landscaping program from a prison maintenance shop of little use to inmates to a potentially useful program that will give mobility to trainees. A cooperative college would, of course, be essential in initiating such a program.

The department of labor reports that professionals in landscape design can expect good job opportunities. The demand for such skills will increase with the growth of metropolitan areas, with the increasing demand for outdoor recreation and park facilities, and with the rise in home ownership. A significant number of jobs in landscape design are with government and public agencies, which are prohibited by law from discriminating against ex-convicts in hiring. Reports on job opportunities for those with lower skill levels in landscape maintenance and nursery operation are not extensive, but the project staff reports that prospects for graduates of the program with those skills are good, especially with government agencies and institutions.

Total cost for implementing the program was close to the half-million dollar mark. This cost included academic training for students not involved in the landscape program, and was primarily eaten by the cost of establishing a halfway house, a community residence center, and a counseling center. Operations cost for one year is estimated at $64,000. Implementation money came from LEAA, the state, and the Office of Economic Opportunity.

Student selection methods: Prospective students are given a series of placement tests. The results provide the staff with measurements of current ability and knowledge in specific subject areas. The information is used as the basis for extensive counseling and remedial work during the first term. The staff attempts to select students from the rural area in which the institution is located, feeling that landscaping training is especially apropos to the backgrounds and expectations of such persons.

Course administration: Project New View is administered by employees of the bureau of corrections. Faculty members from Penn State determine the content of the academic programs, and a Penn State graduate in landscaping administers the hands-on experience part of the program.

Evaluation: Project New View has been involved with landscape training since April 1972. Detailed evaluation with supportive statistics is not yet available. Grade averages for trainees who have not been paroled have been high. During one term, it was collectively 3.3 on a 4.0 scale. Those in the aftercare program have lower averages, around 2.5 during a recent quarter. Students have been well accepted at the university, and one aftercare trainee was elected president of the Penn State student body.

Project administrators reported that all students in the first landscape design class had job offers before graduation from the associate degree program. The placement division at Penn Snate assists in finding jobs for trainees.

Supplementary services: An evening program during which students may study and receive tutoring operates two nights each week. Visits to the campus of Penn State are arranged for trainees who are not otherwise allowed to leave the institution.

The aftercare program includes a counseling office on the university campus where staff members act as referral agents to Penn State counseling services and assist trainees in obtaining scholarships.

In the academic term prior to the parole date, trainees are transferred to a halfway house located on institution grounds outside the main compound. At this point, trainees are enrolled as students at Penn State, and daily transportation is provided to the campus for regularly scheduled classes. A stipend is provided for books, clothing, and academic supplies. When the trainee qualifies for parole, another transfer is made to the community residence, a 12-bed facility in nearby State College where Penn State is located. Trainees then become degree candidates at the university. Money is provided to meet academic and personal expenses.

SUMMARY OUTLINE

Program title: Purdy Work-Training Release Program

Special features: Training release, community cooperation, supportive services.

Job skills taught: First year participants received training in secretarial skills, cosmetology, data processing, nursing, commercial art, teaching, barbering, electronics, grocery checking, and child care.

Length of course: No set minimum or maximum participation period.

Number of trainees: 108 participated during first 18 months, 23 were enrolled from July 1 to August 30, 1972.

Administration: Directly administered by work-training release staff hired by the institution.

Staff: 15 positions.

Cost and funding summary: First year budget $214,089. Funded through LEAA and state appropriations. Program participants repaid $8,061.23 to institution during first 18 months.

Descriptive materials available: A limited number of copies of progress reports have been prepared. Special arrangements must be made with the institution to obtain copies.

Report on "Adult Correctional Institutions Educational Programs Study" by the State Board for Community College Education, June 30, 1972, available at no charge from State Board for Community College Education, Special Projects, Box 1666, Olympia, Washington 98504.

Location: Purdy Treatment Center for Women.

Contact: Mrs. Edna Goodrich, superintendent, or Mrs. Essey Wolfram, project director, Work-Training Release Program, Purdy Treatment Center for Women, P. O. Box 17, Gig Harbor, Washington 98335. Project staff available for consultation.

Summary: This work-training release program enables minimum security residents to select from a wide variety of community training programs. Nearly 100 schools and colleges, businesses, and public agencies have provided support. During its first 18 months of operation none of the 74 women paroled from the project returned to the institution.

Teaching and learning methods: The average stay on campus--the locked portion of the institution--before being accepted into the Work-Training Release Program is six to eight months. During the period before acceptance, women may participate in a variety of academic and vocational classes, or work inside the institution itself. The school program accepts students during the entire year, and residents can complete courses at any time. The school vocational training program offers individualized training in business and office education and keypunching. This school is a part of the local school district, and staff for the school is employed by the district rather than the institution.

Applicants to the Work-Training Release program are considered for acceptance during unit planning committee meetings. The resident's total program, progress, and setbacks are reviewed at these meetings every six weeks. Participants in the meetings include the resident, counselor, a representative from the prison school, a work-training representative, and other staff members who are available at the time. After approval by the unit team, the resident and work and training release staff participate in planning meetings every six weeks. Final approval for any plan comes from the superintendent.

When a woman is accepted into the Work-Training Release Program, an employment counselor works with her to implement the individualized program developed in planning meetings. Optimally, the same employment counselor works with the woman from the time she begins making employment and training plans while still in the campus units until the time she is paroled. In addition, meetings with a classification counselor occur at least once a week.

If the resident has chosen to go into a training rather than a work release program, the counselors find a funding source. Generally, training money is granted through the Division of Vocational Rehabilitation. Funding from the National Alliance of Businessmen and Manpower Development Training Act have also been used by the project. Participants use vocational schools, colleges, and other facilities in the community. The course content and methods of instruction depend entirely on the community training facility.

While on work-training release the residents live in an apartment complex located a few yards from the locked area of the institution. There are ten separate two-bedroom apartments, providing accommodations for 20 women. When the apartments are full, participants in the program may also be housed in one of the units inside the institution.

When a woman enters the Work-Training Release Program, emphasis is placed upon learning to become self-sufficient, so that she may learn to function adequately in the community. Besides being responsible for her day-to-day food and clothing requirements, a work release resident is required to pay the institution up to $45 rental per month and a transportation fee of 50¢ a day. When her earnings are sufficient, she is also responsible for medical and dental expenses. Women on training release do not pay rent or provide for their own food or clothing, and receive $4.50 a day to cover personal expenses.

Residents are driven directly to their place of employment or training and may not leave for any reason without prior approval. A driver picks them up at the end of the day.

Implementation requirements and costs: The program seems suitable for minimum security women and men of all age levels in institutions where state law permits work or training release. Housing separate from the regular prison population for work-training program participants is an important part of the program. At the Purdy Treatment Center, work-training release residents live in an apartment complex located outside of the locked area of the institution; when the apartments are full, participants are housed in a unit inside. Other institutions may choose to set aside a wing inside the institution itself, or to provide housing in the community.

The campus-like atmosphere of the institution seems conducive to this type of program. One unit of the institution has tight security; the rest of the living units and the institution itself offer a considerable degree of freedom and responsibility to residents. The superintendent contends, however, that the same programs could be implemented in any institution.

To effectively implement the program, any living accommodations must be within driving distance of community training facilities. The optimal location, therefore, is in or near a metropolitan center.

Effective program operation requires that vocational and basic training offered inside the institution be coordinated with work-training release opportunities. Employment counselors from the project consult with women whenever decisions about future career goals are being made. Demands on the time of the staff members are great since they are required to consult with residents who are not yet in the project in addition to those who have been accepted for Work-Training Release. Employment counselors must be well versed in employment and training evaluation and opportunities.

Classification counselors serve as custody personnel at Purdy. They wear street clothing, and it is sometimes difficult to distinguish the guards from the residents. The counseling load must be kept to a minimum in order to insure the success of the program. At Purdy there is a ratio of one counselor to four residents.

Another criterion for success is community support. The staff at Purdy has successfully nurtured community cooperation. This is not to say that everyone in the community accepts what staff and residents do at the institution. Almost any prison program, and especially an innovative one, will have critics. The administration at Purdy is willing to try new programs; they welcome visitors and attempt to keep the community informed about the Center and its activities. Residents themselves are hostesses for many of the visitors to the institution. Residents are allowed to participate in community action programs and to be a part of the community even before they are accepted into Work-Training Release. Black trainees organized a Sickle Cell Anemia Drive; and an Indian ceremony was presented recently. Work-Training Release participants are required to attend a pre-release program once a week for three months. Using local resource people, the program further improves Purdy's relationship with the community.

The Center actively recruits community volunteers for an *Escort* program that allows Work-Training Release participants to go into the community to attend a concert, a picnic, a movie, or other activity under supervision. In addition to benefiting Purdy residents, the program serves to keep the community informed about what is happening at the institution.

Once a trainee is accepted into a training or work-release position, only the faculty or employer knows that she is from Purdy unless the woman herself, as is often the case, tells her associates. The women thus help build community confidence in the project and acceptance of the Center as a part of the community. The reliability of institution-provided transportation so that the women arrive at their training or work position on time is an important factor in the eyes of many teachers and employers.

In implementing a similar program it is important that at least one staff member have extensive contacts with the business community to facilitate cooperation in placement and training of project participants. A partial list of facilities that have cooperated with Purdy follows:

Schools and Colleges

Bates Vocational-Technical Institute
Careers, Inc.
Pacific Lutheran University
University of Puget Sound
Mr. Lee's Beauty school

Private Business

Anton's Tailors
Cottesmore Nursing Home
Kiddie Kottage
Lennon's Flower Shop
The Top of the Ocean Restaurant
Weyerhaeuser Company

Public Agencies

American Indian Community Center
Cons Unlimited
National Alliance of Businessmen
Pierce County Legal Assistance Foundation
Tacoma Urban League
Washington State Secretary of State's Office, Division of Elections

From July to December 1972 private funding sources for training amounted to the equivalent of slightly over 55 percent of the program budget. This was a 12 percent increase over the previous year when state and federal sources contributed 56 percent.

The project is funded through state-appropriated money and a Law Enforcement Assistance Administration grant. During the first year the total budget was $214,089. LEAA provided $112,629 of this amount. $75,022 was spent for personnel compensation, $16,140 for consultants, $2,000 for travel, $6,917 for equipment, and $114,010 for supplies and operating expenditures. Since work trainees are responsible for their own rent and transportation costs, during the first 18 months of the project $6,825.98 was repaid to the institution for apartment rental, and $1,235.25 for transportation.

Length of course and student selection: The time that a resident spends in the program is decided on an individual basis. A participant may enter the program at any time during her sentence; there are no set minimum or maximum participation periods. Applicants to the program are screened at unit planning committee meetings attended by the resident, counselors, a representative from the prison school, a work-training representative, and other staff members who are available at the time. If the unit team grants approval, the resident and work and training release staff participate in a planning meeting. Final approval comes from the superintendent.

The project staff is not highly selective in the admission of residents to the program. Since the majority of residents were not sentenced for violent or repetitive offenses, many are considered for the program. Approximately 40 percent of the total population had participated in the program as of July 1, 1972. However, 21 women were removed from work-training release. Of those 21, five escaped from their placements, and the remainder were withdrawn for "demonstrated inability to accept the responsibility for this type of a program."

Course administration: The Work-Training Release Program is administered by a staff of 15 hired through the LEAA grant. The main responsibility for the program rests with the project director, who is responsible to the assistant superintendent of the institution.

Fifteen separate community educational facilities have participated in the training of participants during the first year of operation. In addition, 3[illegible] private concerns, mostly small businesses, have aided in training or placement. More than 50 public agencies have also provided support for the program.

Once a resident has decided on a particular occupational goal, she has several options, even within one particular field, as to where she will go to receive training. One cooperating school alone, the Bates Vocational Technical Institute of Tacoma, offers 37 separate daytime vocational courses in addition to trade extension and management classes. One example of a private organization which offers training is the Cottesmore Nursing Home. Graduates of their program receive Licensed Practical Nursing certificates. The Division of Vocational Rehabilitation has provided funding for training and arranged for placement of those residents ready to go to work release. The Washington State Employment Security Department has placed many of the residents.

Staff: The project director is responsible for staff selection, contract issuance, supervision, community relations, and coordination of the program with other parts of the institution. The current director is a social worker with experience in social services and teaching.

The resident life supervisor has major responsibility for staff supervision in the apartment complex. He is the head counselor for the residents, coordinates the pre-release program, and handles all reports necessary for institution and state requirements. The present supervisor is finishing an M.A. in psychology, has been a counselor and a teacher, and has worked for the State Law and Justice Office in the development of corrections and delinquency projects.

The research analyst is responsible for organizing research procedures using data produced by the management consultant firm hired by the project. He also does much of the psychological testing, counseling, and evaluation of women at the Center. The current research analyst has a master's degree in clinical psycnology and has taught classes at McNeil Island Federal Penitentiary.

The social worker II has experience in public family and children's services, Tacoma public schools, and mental hospitals. Her responsibilities include both group and individual counseling, in addition to the coordination of leisure time and volunteer activities.

The three employment counselors assess the vocational skills and interests of assigned residents; develop and maintain employment and training resources, help residents develop work/training plans, suggest ways of behaving during interviews and of dealing with employers, assess progress, and counsel. In addition, they work with women who have not participated in the work-training release program but are near parole. All three counselors have had experience in job development and placement.

The *classification counselors* (three positions) are responsible for individual counseling of women in the project around the clock. In addition, they supervise residents in community activities, and help manage the apartments. The backgrounds of the counselors vary, but generally include college degrees and some previous counseling experience.

The *auto drivers* (two positions) are responsible for getting women to and from their work or training positions at regular hours. They also provide transportation for shopping trips and approved outings.

In addition, the project has one *clerk typist*, one *secretary*, and an *accounting assistant*.

Evaluation and placement: Consultation services are provided as part of the LEAA grant by UNCO, Inc., a Washington, D.C., based firm. Their Tacoma office has developed evaluation data for the project through the use of a model developed for the Job Corps. Bill Darnell, president of the firm, sees the entire Purdy program as a "beautiful resocialization" process. He views the Work-Training Release Program as a way to soften the transition period from institution to community living. "Basically, the apartments become a halfway house inside the institution. This beginning introduction to the outside world is as important as the training itself. To me Purdy is one big continuum," he says. One problem he sees in the process is that the Parole Board is not built into the program. It is difficult to make plans with a trainee who may be released much earlier or later than anticipated.

UNCO figures indicate that 31 of the 48 women who were paroled from the project during its first year held the same position as they had at the time of their release. As of June 30, 1972, 82 women had been admitted to the Work-Training Release Program. Of the 82, 22 participated in work release, 26 in training release, 22 were placed on jobs as trainees, and 12 participated in both work and training release. Of the 74 women who were in the project and paroled out during the first 18 months, none had returned as of December 1972. The 74 represent 70.5 percent of the women who were paroled from the Center. Of the other 31 women who paroled but were not in the project, three or nearly 10 percent had returned to the Center during the same period.

The following charts indicate the number and types of training and on-the-job placements during the first 18 months of the program. The number of placements exceeds the number of women participating since some women changed from one training program to another during the year, some participated in more than one program, and some were involved in both work and training.

Types and Numbers of Placements

7-1-71 through 12-31-73

Employment Position	Number of Women
Clerk Typist	10
Cook	8
Secretary	6
Power Machine Operator	5
Data Processing	3
Accountant	2
Tailor	1
Housekeeping	5
Cosmetology	5
Nurse's Aide	5
Florist	1
TOTAL	51

Work-Trainee Position	Number of Women
Clerk Typist	17
Nursing	4
Federally Funded Work Training Program	6
Minorities Counselor	2
Children's Worker	1
Parole Officer	1
TOTAL	31

Part-time Positions While Attending School or College	Number of Women
Clerk Typist	2
TOTAL	2

Training Position	Number of Women
Secretary	10
College	25
Cosmetology	5
Data Processing	3
Nursing	6
Commercial Art	1
Teaching Assistant	1
Barber	1
Electronics Technician	1
Grocery Checker	2
Child Care	4
Crafts	1
Restaurant Management	1
General Business	2
Youth Counselor	1
Floral Design	1
TOTAL	65

Evaluation by trainees: Five trainees interviewed privately all said they were enthusiastic about the program. Most felt that they were learning skills which would be useful after release. One resident explained how she told the administration that she wanted to take a course while knowing that she probably wouldn't use the skill on the outside. "At first I thought I'd play the game; I knew I could get through the course quickly." She was sent back to think over her decision. "I realized that they understood what I was doing," she said, "and knew that I wasn't really interested in that course." She is now getting training which she considers relevant to her employment goals.

Participants in the program say they value associating with others in the community. All residents interviewed agreed that working in the community and returning to the apartments at night is not easy, but is better than being in the institution all of the time.

A survey of graduates conducted by the institution indicates that the counseling staff aided residents in adjusting to their living and work-training situations. Respondents indicated that the total program helped them in finding a job and in learning a trade, as well as teaching them "how to handle money" and how to "be able to work" and "hold a job."

Supplementary services:

Legal assistance: Project funds were used to provide legal aid to 110 women through a representative from Pierce County Legal Assistance Foundation.

Medical services: Project funds were used for cosmetic surgery. Over $9,000 was spent on medical and dental services not provided by regular state funds.

Escorts: Through this program, participants are allowed to spend the day in the community under the supervision of a volunteer.

Children: Participants may have their children with them overnight in their apartments. The staff of the project sees this program as an important one, since it "allows the woman to be a mother and build a relationship with her children in her home territory rather than in someone else's house, and allows her to focus her attention only on the child, rather than having to divide it among other people as is usually the case on a furlough."

Leisure time activities: This part of the project includes a general introduction to available recreation and participation or membership in a community group.

Counseling: While on work-training release a woman is seen by her counselor at least once a week, and participates in a unit meeting with the staff once every six weeks.

Pre-parole meetings: Work-training release participants are required to attend the program once a week for three months. The program is repeated once every four to six months. Community resource people present information on various topics including parole, employment security, vocational training, housing, financial management, legal services, child care centers, mental health resources, and automobile insurance.

History and development: The Purdy Treatment Center is the only correctional facility for women felons in Washington State. The first residents were transported from the old Women's Prison at Walla Walla during the three week period beginning on February 22, 1971. A limited program of work-training release was begun in May of 1971. The Vocational Training and Placement Program was implemented on July 1, 1971, through an LEAA grant.

This relatively new training program is faced with many of the same problems older ones are still trying to solve. The major difficulty is the coordination of the Work-Training Release Program with the prison school and other institutional programs.

The project's annual report notes: "During its first year of operation the Project worked with considerably larger numbers than had originally been anticipated. . . .The number and types of placements that have been found for the women indicate an effectiveness in moving towards the goal of community involvement and placing the women in a training or employment position specifically fitted to talents and needs. Many of the women themselves have been able to become self supporting before leaving the Institution and have been able to save up enough money to tide themselves over until their first paycheck after leaving. This along with the money they have paid to the Institution in the form of rent and transportation fees, is an indication of the potential of this type of program in helping women accept and meet responsibilities."

The project received additional funding for the 1972-73 fiscal year. Future plans call for the arrangement of apartment-type living in the community where it might be possible for the woman to be reunited with her family prior to actual parole. Interest in this plan has already been expressed by the probation and parole office.

****

Comments: The Work-Training Release Program at the Center enables minimum security residents to select from a wide variety of training programs. It's a natural for many of the country's smaller institutions and for large ones interested in implementing an individualized program using community resources.

The program is similar to many work/training release programs across the nation, but the success and organization of this relatively new program combine to form a unique pattern.

During the first 18 months none of the 74 women paroled from the project had returned to the institution. The 74 represent 70.5 percent of the 105 women who have paroled from the Purdy Treatment Center since the project started. Of the other 31 women who did not participate in the project, three or nearly 10 percent have returned to the Center. The recidivism rate when the women's prison was in Walla Walla was 12 percent.

What is it about this particular program that gives it such an impressive track record?

The project staff is a key factor. The 15-member staff is headed by an energetic social worker. She explained that the institution concentrated on hiring well qualified staff members rather than on "barbed wire and gun towers." Consisting mostly of college graduates with backgrounds in counseling, the project staff shares a similar background with the rest of the institution staff.

Secondly, the philosophy of the institution contributes in large part to the success of the project. That philosophy was developed and nurtured by Mrs. Edna Goodrich, the superintendent. For two years before construction of the modern prison began, she served on a committee which considered the needs of incarcerated women. Summing up the main objective of the committee and the goals of Purdy today, she explained, "We had decided that one thing we were not going to do was take responsibility away from people; we were going to give them responsibility."

It's apparent, talking with the women at the institution, that they have been given and have accepted responsibility. Work release participants in the program are responsible for their own food, rent, clothing, and other expenses. More importantly, they have accepted a great deal of responsibility for their futures.

No one says it's easy. "If I've learned anything," one resident explained, "it's that you have to do everything for yourself." The project director calls it "doing hard time." She explained that it's easy to go along with a program that's made up for you when you are institutionalized, but when there is no set plan, when there are lots of choices, residents are forced to consider alternatives and to choose the best options. That's why there are no bells at Purdy, and why there are no uniforms, and no gun towers.

The architecture of the institution reflects this philosophy of responsibility. Many members of the planning committee did not like the first plan presented by a local architectural firm. The design emphasized tight security. The final design of the institution, while achieving a considerable degree of security, offers a comfortable, campus-like atmosphere. Offices, dorms, a cafeteria, and the school encircle a pleasant central courtyard. Residents participating in the Work-Training Release Program are housed in a modern apartment complex in an area outside of the main structure. People at Purdy are understandably proud that their institution won an architectural award. The superintendent contends, however, that the program doesn't depend on good architecture, but on a good staff.

SUMMARY OUTLINE

Program title: Technical Theater Training

Special features: Integrated technical and fine arts training, outside professional teachers.

Job skills taught: Technical skills leading to employment as stage manager, stage carpenter, stage electrician, propertyman, sound technician and flyman.

Length of course: Two years.

Number of trainees: An average of 100 are enrolled.

Administration: The Elma Lewis School of the Fine Arts, teaching division of the National Center of Afro-American Artists.

Staff requirements: 8 professional teachers; inmate coordinators assist.

Cost and funding: One third of the $100,000 annual operating budget is contributed by the sponsoring school; the remainder comes from an LEAA grant and private sources.

Descriptive materials available: A packet of press releases is available from the director of public relations of the Elma Lewis School.

Location: Massachusetts Correctional Institution at Norfolk.

Contact: Larry Blumsack, director of public relations, the Elma Lewis School of Fine Arts, 122 Elm Hill Avenue, Dorchester, Massachusetts 02121.

Summary: The unique perceptions of the black prisoner are catalyzed through the arts by focusing on the stage as a specialized training arena in theater technology. With the professional teaching skills of an outside school a popular program has gained national acclaim for its productions. Although dependent upon the availability of teaching artists, any institution with a population serving sentences averaging two years or more could adapt this program in part or in full.

Teaching and learning methods: "Our goal is not to train the carpenter, but to train the technical director," says Larry Blumsack, director of public relations for the Elma Lewis School. "Rather than teach a vocational trade, we are offering the discipline of the artist and the management skills that will make these men not only employable but managerially independent." Self-discipline and self-awareness, he affirms, come from a rigorous training in the arts and these can be profitably transferred to other fields of work as well. Classes are offered in art, drama, dance, music theory, composing and arranging, ensemble playing, and Afro-American culture, as well as the technical areas.

Mutual respect must be earned by both the inmate participants and the teacher artists before learning can take place. Since teachers come to the prison only three days a week, much of the responsibility of coordinating the independent work of the students falls on the inmate coordinator for each discipline.

The stage is the focal point for teaching the technical skills of theater production. All phases of training, whether it be using a hammer, wiring lights, designing a set, or choreographing dancers, become integrated as carefully as a football team in T-formation. Accounting is even introduced in sessions on how to cost a show. Questions involving where to buy materials, the type to buy, where to cut costs, and the lay out of a market essay are covered.

Implementation requirements and costs: Although the prison had a theater, technical problems developed over such things as cables, length of lumber, and other equipment which had to be brought in to set up lighting and sets. Professional salaries account for most of the $100,000 needed to operate this program.

Student selection methods: Courses are open to any inmate who expresses an interest.

Course administration: As a social service agency and as the teaching division of the National Center of Afro-American Artists, the Elma Lewis School of Fine Arts in Boston is uniquely qualified to offer a sensitive training opportunity for men and women in correctional institutions.

Staff: Formal liaison with the correctional institution is arranged through the academic school principal. One inmate is designated as co-coordinator with a staff member from the Elma Lewis School. The artist-teachers come to the prison three days a week. Special officers are assigned to each classroom unit.

Evaluation: Dramatically and forcefully expressed in song, poem, or play, the feelings of the imprisoned black have been heard in a way not possible before the program began. Success has come in many ways. Original productions, designed, written, and produced by inmates, have caught the attention and acclaim of national and local critics. The Barbwire Theater of San Francisco selected inmate Insan Sauti's, "The Installment Plan," as winner of its Playwriting award. A book, Who Took the Weight? Black Voices from Norfolk, published by Little Brown in 1972 is an anthology of poetry, drama, fiction and essays. Royalties will accrue to the authors.

Several of the graduates have gone on to employment as theater technicians. One of the musical directors is studying now at the New England Conservatory of Music. Another indication of success has come in the form of a request from the State Department of Corrections for the Elma Lewis School to design an arts program for use in community-based facilities and a new co-ed unit.

Evaluation by trainees: "I have been involved in three major productions and as far as technique and keeping in mind the limitations of a stage, I can't describe the degree to which I can thank the program," says Barbwire Theater award-winner, Sauti. "The most important thing is that I will be heard."

Another graduate has gone on to work for New Jersey's Urban Teacher Corps and hopes to encourage similar efforts there. He writes, "The cultural, vocational and human values of the productions and the total project are far reaching."

Supplementary services: The Board of Directors of the National Center of Afro-American Artists, drawn from all over the country, provides contact with job opportunities for Black theater technicians, as do the staff and myriad of performing companies who are constantly travelling from the Elma Lewis School.

History and development: The proposal which invited the Elma Lewis School to come to Norfolk originated with inmates. Elma Lewis, a well known Black woman in the Boston community, had long been recognized as leading spokeswoman for the arts and a believer in the benefits of personal cultural enrichment and fulfillment for Afro-Americans. It took 11 months to cut through the red tape of several levels of bureaucracy but the essential support from all ranks - department of corrections, superintendent of the institutions, officers, inmates - was won soon after the program was underway.

Since July 1970 when the program officially began, two "straight" plays, a musical and a "ritual" directed, composed, choreographed, danced, and designed by inmates have resulted from the teaching efforts. A book has been published and several inmates have taken their work outside prison walls. Recently a 90-minute show entitled "Blakluv is Real" marked the first formal public service enterprise by furloughed inmates since the October 1972 omnibus prison reform legislation in Massachusetts. Given as "a homecoming present to the community," the presentation consisted of not only music and poetry but a "rap session" with youth and adults of the Black community and a spiritual session of music and thoughts. As prisons change, the Elma Lewis faculty hope to respond in whatever way they can.

Comments: "Whatever problems there are in funding the arts, when you put 'Black' in front of it, the problems are multiplied 10 times," states Blumsack. "We seem to be in competition with those who capture our ideas and get funded," but he adds that he would be happy to talk with anyone wishing aid or assistance in developing a similar program.

SUMMARY OUTLINE

Program title: Training for Prisoners and Private Citizens Inside Prison

Special features: Institution-community cooperation for training of prisoners and non-prisoners.

Job skills taught: Entry and advanced skills in more than 20 areas including combination welding, production machine operation, farm equipment repair, office machine repair, mechanical drafting, water and sewage treatment, food service management, barbering, ornamental horticulture, electronics, and auto mechanics.

Length of course: Three-hour evening sessions four times a week for a college quarter. Daytime vocational program offered Monday through Friday.

Number of trainees: Maximum enrollment each course, 15.

Administration: Cooperative arrangement between junior college and institution.

Staff: One instructor for each course. Supervisor at college.

Cost and funding summary: Operating costs for nine months, $200,000 to $250,000. Funded by division of vocational and technical education--manpower division, Department of Labor, Illinois Junior College Board and Illinois Law Enforcement Commission.

Descriptive and curriculum materials: A report on the program is available from the vocational education supervisor.

Location: Vienna Correctional Center, Illinois.

Contact: Hartzel Black, vocational education supervisor, Vienna Correctional Center, P.O. Box 275, Vienna, Illinois 62995.

Summary: Using prison facilities and equipment, a community college is providing vocational training for prisoners and private citizens. More than 20 night classes are offered. 77 private citizens and 84 prison residents participated in the classes in mid-1973. Recidivism rates for the institution as a whole are estimated at 15 percent; the rate for graduates of the course is about four percent.

Teaching and learning methods: Evening courses run from 6:30 to 9:30 four times a week for a college quarter. A daytime vocational program is conducted between 8:00 a.m. and 4:30 p.m., Monday through Friday. Maximum enrollment for each course is 15. The courses are typical of those offered in community colleges. Training is conducted both in the classroom and in the laboratories. Guest speakers, programmed instruction, lecture, demonstration, and audiovisual aides are incorporated into the teaching of the course. Field trips are included. Upon completion of the training objectives, the students receive a certificate from the junior college.

Implementation requirements and costs: Teachers from a community college are necessary to implement the program. The prison does not necessarily have to be located near the college. Benefits of the program include maximum use of facilities and equipment and the availability of vocational training to private citizens who might not otherwise have access to training facilities.

Cooperation between Shawnee College and the Vienna Correctional Center grew out of the common needs of both. The prison had new facilities and MDTA equipment for vocational training; the community college had teachers but

Evaluation: The assistant warden estimates placements in jobs directly related to training at 60 percent. The recidivism rate for the institution as a whole is 15 percent, while the recidivism rate for graduates is estimated at four percent.

Supplementary services: The institution has a full-time employment counselor and a secretary from the state employment service in addition to a job developer in the Chicago area. An advisory committee helps upgrade the curriculum, aids in placement, and secures equipment on donation basis. Vocational and academic classes in cooperation with the college are offered in the institution during the day. Private citizens also participate in both day and evening classes. The program offers associate of arts and associate of science degrees. The Shawnee College library is available to participants through a catalog and check-out service.

History and development: Daytime courses were initiated at the institution in July of 1969. After arrangements were made between the community college and the prison, evening classes were started for the spring quarter in 1972. 40 private citizens and 60 residents enrolled in the ten evening classes during the first quarter of operation and 58 private citizens and 91 residents during the second quarter. In March 1973, 77 outsiders and 84 residents were taking classes. Prison administrators see great advantages to the evening vocational classes. They say they feel that the mixing of citizens and residents in a purposeful relationship leads to good social adjustment and increased chances of parole success. In addition, they state that the classes provide residents who have considerable time before parole with an opportunity to use their evening hours constructively.

The program also offers related skill training for those students who are participating in the day vocational program. For example, a student enrolled in mechanical drafting may choose to take a machinist class in the evening. Through the increased use of the equipment, citizens have an opportunity to gain vocational training which they might not receive otherwise.

An emergency medical technician course, funded by the Department of Transportation, was recently added to the evening curriculum. In February 1973, 13 inmates and 12 residents enrolled in the course for training in the operation of ambulance equipment and emergency medical care. The institution currently serves as the home base for a two-county ambulance program.

SUMMARY OUTLINE

Program title: Training Release in a Small Institution.

Special features: Training release, unusual opportunities for women prisoners.

Job skills taught: Women have been trained as assemblers, psychiatric technicians, food technicians, clerical workers, laboratory technicians, counselors.

Length of course: Varies.

Number of trainees: February 1972-March 1973, 17 participants.

Administration: Directly administered by department of corrections.

Staff requirements: Two, a coordinator and a community service worker.

Cost and funding summary: About $25,000 per year operations cost. Funding from department of corrections, state division of vocational rehabilitation, state department of education.

Descriptive and curriculum materials: A one page outline of the program is available from the coordinator.

Location: Minnesota Correctional Institution for Women, Shakopee.

Contact: Ricky Littlefield, Community Service Coordinator, Minnesota Correctional Institution for Women, Box C, Shakopee, Minnesota 55379.

Summary: A prison with an average population of 50 offers vocational training in community facilities. During the first 13 months of operation, 17 women participated in the program. In March 1973, three were completing on-the-job training. The program could be implemented in an institution located near a variety of community training schools, or with separate housing facilities in the community.

Implementation requirements and costs: The community service coordinator explained the reasons for implementing the program: "Our institution is very small and to give a variety of vocational opportunities would be very expensive. By using community training agencies we can offer a variety of individualized training opportunities." The institution contracts with area vocational schools, business schools, a community college, and a medical institute to provide training. To implement this program, it is necessary to house residents near community training facilities, either at the institution or in separate living accommodations. It is important that the staff have knowledge of the community; counseling experience is beneficial. Funding for the course is divided among three agencies. The department of corrections provides transportation funding. The state division of vocational rehabilitation covers the cost of training, estimated at $10,000 a year. The salaries for the community service coordinator and worker, totaling about $12,800, are paid for by the state department of education. Supplies for the program cost $600 per year.

Student selection methods: Students are selected for the program on the basis of tests, previous education and training, dependability, emotional maturity and nearness to parole or release. A classification committee composed of the superintendent, assistant superintendent, psychologist, case workers, and the sergeant in charge of the prisoner's cottage makes the final admission decision.

Staff: The community service coordinator makes all arrangements for custody contracts--arrangements stipulating that the training facility will keep visual track of the trainee--and coordinates entrance to schools, counsels with the women, and acts as liaison between the schools and the institution. It is important that the person holding this position have an awareness of the community. The community service worker provides transportation and counseling for the women in the program.

Evaluation: From February 1972 - March 1973, 17 women participated. Seven have participated in courses at the Minneapolis Rehabilitation Center. Two of the seven have found jobs, Two have participated in college training, one of the two has completed training and is employed. Three were participating in on-the-job training. One person had dropped out of the program. Two were participating in work-training release and two had been paroled to a halfway house while they completed training. No follow-up study of job retention of paroled graduates has been conducted.

Supplementary services: The institution works in cooperation with the Minneapolis Rehabilitation Center which conducts a five-week course in work evaluation. The course consists of manual and clerical dexterity testing and some skill training. Work adjustment classes at the Jewish Vocational Workshop and Opportunity Workshop provide training in job conduct for mildly retarded trainees. The training agencies, the department of corrections, and private agencies all aid in job placement.

History and development: The first participants were admitted to the program in February of 1972. Despite skepticism about its chances for success, the program was able to secure the cooperation of a number of training facilities in the Twin Cities area. After over a year in existence few custody problems have surfaced and more schools have agreed to offer training to prisoners. The coordinator is enthusiastic about the program and feels that training and placement statistics will encourage more community participation in the project.

SUMMARY OUTLINE

Program title: Washington Community College Program

Special features: Cooperation of community college.

Job skills taught: Auto body and fender, barbering, building, drafting, electronics, machine shop, welding, and electrical appliance repair.

Length of course: Varies from six months to a year.

Number of trainees: Maximum enrollment per class ranges from 12 to 16 students.

Administration: Contractual agreement between the community college and the state department of social and health services.

Staff requirements: One instructor per class.

Cost and funding summary: Implementation costs for equipment and supplies, about $1,250,000. Funded by state department of social and health services and MDTA.

Descriptive and curriculum materials: A copy of the agreement between the corrections center and Olympic Community College is available from the director of education.

Location: Washington Corrections Center, Shelton, Washington.

Contact: Darrell A. Estep, director of education, Washington Corrections Center, P.O. Box 900, Shelton, Washington 98584.

Summary: In July 1972 Olympic Community College signed an agreement with the Washington Corrections Center accepting responsibility for all vocational and academic programs at the Center. One hundred to 150 students participate in eight separate vocational programs.

Course administration: According to the 1972 agreement between Olympic Community College and the Washington Corrections Center, the college, with the approval of the institutional superintendent, employs all administrative, supervisory, instructional, secretarial, and clerical personnel. Salaries are determined by the college salary schedule.

The center director, who is hired by the college, is responsible for the direct supervision of all personnel at the institutional education and training center, and reports to the dean of continuing education at the college, who in turn is responsible to the president of the college.

The corrections center provides the facilities, supplies, equipment and furnishings, and reimburses the college for all expenses. The annual budget is prepared through a cooperative effort of Olympic Community College and the Washington Corrections Center and is administered by the center director. Either party may terminate the contract on June 30th of any year if notification is made before March first of the same year.

Teaching and learning methods: Courses vary in length from six months to a year. Learning is individualized. Students receive college credits toward an associate of arts degree in all courses. The college awards certificates to students who successfully complete the courses. Trainees in barbering and electronics take state licensing examinations administered outside the institution.

Costs: The majority of the courses are funded by the department of social and health services. Electrical appliance repair received MDTA funding. The vocational supervisor estimates implementation costs at $1,250,000 for facilities, equipment, and materials.

Student selection methods: The center director is involved in the educational classification and placement process, and may involve other members of his staff as he sees necessary. The placement of any resident in an educational or training program must meet with his approval.

History and development: Olympic Community College assumed responsibility for all educational courses offered at Shelton in July 1972. A comprehensive study of adult correctional institutions' educational programs had been completed by the State Board for Community College Education the month before. The study was an important factor spurring the further development of vocational and academic offerings at the Center.

CHAPTER TWO

BUSINESS AND INDUSTRY COOPERATIVE PROGRAMS

SUMMARY OUTLINE

Program title: Cooperative Work Study in Distributive Education

Special features: Work release related to training.

Job skills taught: Merchandising and marketing services.

Length of course: 20-26 weeks.

Number of trainees: 15 per class; 95 have completed training during five years of operation.

Administration: Funded and administered by the state correctional school district, this course is supervised by the education director of the institution. The course must meet specifications of the New Jersey Department of Education, division of vocational education.

Staff: One teacher-coordinator.

Cost and funding: $6,500 of federal vocational education funds were provided in 1967 to implement the program. Operating costs are under $25,000 per year.

Descriptive materials available: "Distributive Education for Incarcerated Youth," DE Today, a Report to Marketing Educators, Vol. 5, 4, Summer, 1972.

Location: Training School for Boys, Jamesburg, New Jersey.

Contact: Dr. Michael Nittoli, supervisor of educational programs; Eugene Dolnick, distributive education coordinator, Box 500, Jamesburg, New Jersey 08831.

Summary: Distributive Education (DE) is a nationally recognized vocational education program which combines work and study in merchandising, marketing, management and service operations. This program, initiated in 1967, was one of the first attempts to prove that incarcerated youth could be successfully rehabilitated through work release. Careful screening of candidates for training and of employers is essential for success.

Teaching and learning methods: -In order to meet state requirements for DE programs and yet be flexible enough to meet the special needs of the inmate, objectives were defined in this way:

1. To furnish job acquisition skills and occupational information.
2. To provide paid work experience in an occupational area of the student's choice where labor market demands and future growth indicate a need for the developed skills.
3. To provide training stations which would offer a model environment for the student to develop appropriate work habits and attitudes.
4. To correlate on-the-job training with classroom education.
5. To offer program continuity to youth on parole through access to DE programs in the community, or to part-time or full-time employment.

So that students could be accommodated at more frequent entry points than in the usual high school program, each major unit of the curriculum was designed to be independent with the exception of the orientation phase which lasts four weeks. During this time the field of distributive services is introduced, and the meaning of work, characteristics of success and failure, and the institution's expectations of its DE students is discussed.

A "job board" stating where students are currently employed and where future oepnings will exist was set up to show the new student specific directions he might take. If an opening in the area he chooses is not available, an attempt is made to develop a training site for him.

At the end of the orientation phase he is interviewed by the employer he selects, and if hired begins a regular work study schedule with a half day of class and half day of work, five days a week. It is the responsibility of the teacher-coordinator to recruit prospective employers and assess their temperament and ability to work within the program's objectives. The employer is expected to provide as many learning opportunities as students can handle, instruct and counsel students in work techniques, and, with the coordinator, evaluate the student's performance on the job. Students earn $1.75-2.25 an hour, a strong motivating factor in the program.

In the classroom, discussion often centers on a particular problem a student is having in his training station. The formal areas of instruction cover such subjects as the history of distribution, advertising and salesmanship, business math, sign-making, window display, use of a cash register, adding machine and duplicator. In addition to role playing, films, guest speakers, field trips, and lecture and demonstration methods of teaching, students work with individualized instruction manuals purchased from Instructional Materials Services at the University of Texas at Austin. These include: Advertising, Basic Retail Credit, Food Service, Food Store Training Kit, Personal Development, Stockkeeping, and Service Station Training Kit. Program planning guides, teaching manuals, and texts are purchased from Gregg-McGraw-Hill.

Implementation requirements and costs: Classroom space is divided between three major functional areas. An office provides privacy for individual conferences, two rows of desks form the teaching area, and the remainder is a laboratory, which includes a model display window, counter with simulated check-out register, mannequin, clothing racks, supermarket display cases, sign-making machine, adding machine and duplicator. Cost of this equipment is estimated at $6,500.

Establishing an effective work study program means finding employers located near the institution who are willing and able to accept the inmate as an employee. It is particularly important, according to Gene Dolnick, teacher-coordinator, that the time commitments of the trainee with his employer be respected. Transportation planning is crucial for this reason.

Educational planners in short term facilities for juveniles will need to develop liaisons with public high schools in the communities to which the students will return so that there can be a continuity of training.

Student selection methods: Any resident who volunteers for the program, Dolnick explained, is accepted on a provisional basis after initial screening by the institution's classification committee. Screening also takes place during the orientation phase. Only students who are old enough for a working permit are eligible for the work release portion of the program. Age may also determine the type of job which the student can obtain. The average age of students in this program is 16. Most are experiencing their first commitment to a correctional institution.

Staff: One teacher-coordinator, who set up the program, is in charge of screening candidates, recruiting and screening employers, teaching and counseling students, coordinating the classroom and work experiences, and maintaining necessary contact with employers to assure satisfaction of both employer and trainee. Security staff members are responsible for transporting students to their jobs.

Evaluation: During the third and fourth year of operation, a follow-up of the 120 students who had been involved in the program was undertaken by the teacher-coordinator. Of these, 10 did not successfully complete the orientation phase and 15 did not become involved in the cooperative work experience. Of the 95 who did, 83 were traced by reviewing post parole and probation records. Based on average recidivism expectations of this institution, the graduates of this program appeared to make better adjustments. According to Dolnick, the boys who participated showed marked improvement in their behavior and self-esteem. Dolnick concluded, however, that there is a higher success rate among the younger students.

The following shows the work areas in which students were placed (Figure 1) and the results of the follow-up survey (Figure 2).

Training Area	Training Sponsor	Number of Students	Responsibilities
Food retailing	Shop-Rite Foodarama	14	Grocery stock clerk, cashier; dairy clerk
	Stop & Shop	8	
	Pathmark	3	
Food services	Howard Johnson's Restaurant	23	Cashier, short-order cook, porter; take out food server
	Collura's Restaurant	2	
	IBM Cafeteria	16	
	Holiday Inn	1	
	Mickey's Donut Land	12	
	International House of Pancakes	5	
	Buxton's Country Restaurant	3	
Gasoline service station	Safeway Truck Stop	2	Service station attendant
	Cranbury Manor Esso	1	
	Pathmark Gas	1	
Retailing	E. J. Korvette	1	Stock clerk; sales or display person
	Sears & Roebuck	1	
Warehousing	Kerr McGee Chemical	1	Shipping receiving clerk
Recreation service	Royal Farm Riding Academy	1	Stable operations, tour guide

Figure 1: A Breakdown of Cooperative Work Facilities

	Number of Students	Percentage of Students
Group I		
(Distributive education orientation only)	10	—
Successful in community	3	30%
Partially successful	0	0
Unsuccessful	7	70%
Group II		
(Unsuccessful cooperative work experience)	19	—
Successful in community	5	26%
Partially successful	0	0
Unsuccessful	14	74%
Group III		
(Successful cooperative work experience)	41	
Successful in community	22	54%
Partially successful	5	12%
Unsuccessful	14	34%

Figure 2 Results in the Home Community, Based on Parole and Probation Reports

SUMMARY OUTLINE

Program title: Federal Prison Industries Computer Programming.

Special features: Computer system rented by prison.

Job skills taught: Computer programmer, computer operator.

Length of course: One year training phase includes brief basic training and practical application. Trainees may remain as programmers for duration of sentence, up to about five years.

Number of trainees: About 40 average enrollment. 400 graduates, 1962-1973.

Administration: Federal Prison Industries. Cooperation from education staff of institution.

Staff: Three instructors, six group leaders to coordinate programming.

Cost and funding summary: Equipment is rented from computer company for about $5,000 per month. Costs recovered through sale of programming services.

Descriptive materials: Contact Federal Bureau of Prisons, Federal Prison Industries.

Location: U. S. Penitentiary, Leavenworth, Kansas.

Contact: H. Bannerman, project leader, Federal Prison Industries, U. S. Penitentiary, Leavenworth, Kansas 66048.

Federal Prison Industries Computer Programming [illegible]

Summary: A computer system is housed at a federal [illegible] where trainees do much of the programming for the Federal Bureau of Prisons and the U. S. Department of Agriculture. National Cash Register rents the equipment to the prison and hires many graduates. Computer rental is costly, but some funds are recovered through sale of programming services.

Teaching and learning methods: Students learn [illegible] programming language in courses similar to those offered on the outside by computer distributors. Instructors from the prison education department are experienced in the computer industry. Learning the basics of computer programming takes only a few months. Trainees spend most of their time preparing programs.

Implementation requirements and costs: Most computer companies should be willing to rent equipment to prisons. Services which the companies offer should be compared. In this program, National Cash Register agrees to hire graduates. Other companies may be willing to supply instructors and some materials. Salaries for a staff of nine obviously represent a sizable operating budget. The program could operate for less on a smaller scale, and inmate instructors could be used. The NCR system at Leavenworth includes a Century 200 computer, card reader, console, two tape drives, and two disc drives. Rental is about $5,000 per month. The Federal Bureau of Prisons is willing to spend the money because much of its programming is done by the inmates. A recently negotiated major contract with the U. S. Department of Agriculture will provide additional revenue. Computer programming courses are especially suited for prisoners who have several years left to run on their sentences. The instructional phase of the program is short; what counts in getting a good job in the computer industry is experience. To be assured of a job, a trainee should have at least two or three years of experience.

Student selection methods: Students must have two to five years remaining on their sentence, and score well on an IBM aptitude test.

Course administration: The program is run by the automatic data processing division of Federal Prison Industries, a division of the Federal Bureau of Prisons. The education department at Leavenworth supplies instructors.

Evaluation: No formal evaluation has been conducted. Course administrators offer placement estimates only for 1970-1973. Fifteen graduates out of about 20 were placed over those three years. Some are now in management positions. The project manager says he maintains contact with all graduates, and knows of none who have returned to custody.

SUMMARY OUTLINE

Program title: General Motors Training Program

Special features: Industry cooperation, community based, short term, training alongside dealer personnel.

Job skills taught: Apprentice auto mechanic.

Length of course: About six weeks.

Number of trainees: Varies with center. At San Leandro Center, maximum enrollment is one inmate per class. Maximum class size is 10. November 1970 - October 1972, 19 department of corrections participants. June 1973, 1 student.

Administration: Course is open only to employees or students sponsored by GM dealers. GM absorbs all training costs, provides equipment, facilities, and teachers. Department of corrections selects students.

Staff requirements: GM provides full staff of 14 instructors at a regional training center.

Cost and funding summary: GM provides training at no cost.

Descriptive and curriculum materials: Booklets and films available from General Motors Corporation, Public Relations Staff, General Motors Building, Detroit, Michigan 48202. For information on donation of products and product components, contact Education Relations Department, Public Relations Staff at the General Motors Building.

Location: General Motors Training Center, San Leandro, California. Similar training available at GM's 30 training centers across the U.S.

Contact: Training at GM Centers is limited to dealer personnel and a small number of additional students sponsored by individual dealers. GM schools are not equipped to handle large numbers of department of corrections applicants. Institutions interested in similar programs should contact the local automotive dealers association; dealers from GM and other companies may be willing to sponsor trainees at their training schools. For information on the halfway house, contact Robert Rogers, work furlough coordinator, Rupert Crittenden Center, 2229 Grove Street, Oakland, California 94612.

Summary: In three of the 30 General Motors Training Centers across the United States, prisoners on work or training release are receiving vocational training alongside GM dealer personnel. Courses are generally six weeks long. From November 1970, when the course was implemented, until October 1972, 19 California Department of Corrections trainees participated. This report focuses on the San Leandro, California center, which serves the San Francisco Bay Area.

Teaching and learning methods: When a prisoner comes to the San Leandro GM training center, the manager explains that only himself, the secretary and the instructor know where he's from. He will, the manager says, be treated like any other student and receive the same training as dealer personnel. One training slot in each class is reserved for a department of corrections student. In the early days of the program entire classes were made up of inmates. The manager says that it made teaching and learning difficult. "They seemed to be in their own little world; they didn't have any idea what went on in the real world or in a real dealership," he says.

Courses at the center include job entry automobile mechanic training, collision repair, and body painting. In addition, some centers offer training in other GM product areas such as Frigidaire appliances.

The San Leandro training center manager says that a student can't help learning in the small classes and well-equipped shop areas at the school. Students attend classes eight hours a day for about six weeks. The maximum class size is 10, the average is eight. Each of the 14 classrooms at the center is well stocked with cars, engines, equipment, audio-visual aids and tools. One instructor estimates that an equal amount of time is spent in the classroom and in the shop area. All students generally work on the same assignment. There are no grades in the class; scores on tests are confidential. The manager says that nearly everyone who attends regularly receives a certificate of completion. According to the manager, the certificates are valuable for graduates applying for jobs anywhere in the nation.

Implementation requirements and costs: Institutions interested in participating in similar programs should contact the local automotive dealers association. GM dealers and other auto franchises may be willing to sponsor a limited number of department of corrections trainees. Do not contact GM officials in Detroit. The manager of product education and training in Detroit says he would not be able to get his own son into a training center without dealer sponsorship. The manager emphasized that GM does not want to coordinate any large-scale national education programs for convicts, and attempted to discourage the publication of this report.

GM Training Centers are located in Atlanta, Georgia; Dedham, Massachusetts; Clarence, New York; Charlotte, North Carolina; Hinsdale, Illinois; Cincinnati, Ohio; Parma, Ohio; Garland, Texas; Denver, Colorado; Warren, Michigan; El Paso, Texas; Houston, Texas; Jacksonville, Florida; Shawnee, Kansas; Burbank, California; Memphis, Tennessee, Milwaukee, Wisconsin; Minneapolis, Minnesota; New Orleans, Louisiana; Tarrytown, New York; Union, New Jersey; Oklahoma City, Oklahoma; Omaha, Nebraska; Moorestown, New Jersey; Pittsburgh, Pennsylvania; Tigard, Oregon; St. Louis, Missouri; Salt Lake City, Utah; San Leandro, California; and Fairfax, Virginia.

General Motors furnishes all training at no expense to the student or dealer.

Student selection methods: Methods differ from center to center; at San Leandro, General Motors sends a circular announcing each class to the department of corrections and to institutional vocational supervisors. The state department of corrections coordinator of job placement and training contacts each vocational supervisor to locate eligible students. Trainees must be eligible for work furlough status and have some experience in auto mechanics. Final selection for work furlough status and admittance to the halfway house is made by the work furlough administrator. Residents must be within five months of parole. Prisoners with multiple offenses, prior escape history, or heavy narcotics or alcoholism backgrounds are excluded from the program. According to the work furlough administrator, the department of corrections makes the final selection of students for the GM program. A GM dealer must then be located to sponsor the student.

The state coordinator of training and placement says that there have been few trainees in the program because of the limited number of inmates who meet the program requirements and who are available for training at the right time. "Auto mechanics is only one of the 43 courses offered in correctional institutions in California," he says. Most trainees are drawn from the northern part of the state, must meet work furlough criteria, and be ready for release near the same time that a program is beginning.

Course administration: GM training centers are responsive to dealer requirements; course offerings are based on suggestions from the dealers. Before a trainee can be admitted to the program, an individual dealer must offer to sponsor the trainee; sponsorship does not involve any commitment on the part of the dealer other than the statement that the individual should receive training. Students are selected by the department of corrections.

Evaluation: According to information available to the state coordinator of training and placement, 6 of the 19 students trained between November 1970 and October 1972 had been placed as auto mechanics. A number of the graduates could not be located. According to Detroit, union regulations do not restrict placement of most graduates.

Evaluation by trainee: The one trainee in the San Leandro program was interviewed privately. A graduate of an institutional auto body course, he had high praise for the GM program. He said that he learned more in the six weeks at GM than he learned during a year of training inside. Noting that this was not the fault of the prison instructor who the trainee said was working under extremely difficult conditions, he attributed the success of the GM program to the small class size, organization, and well equipped shop area. He said the teacher "won't teach you if you don't want to learn; he'll tell you -- there's the door. After he's through teaching, you know it."

His sole criticism involved the lack of the coordination of the total program with the division of vocation rehabilitation. The DVR stipend arrived late, and he would not have the promised tools when he started his auto body job.

He said he hoped that others would have the same opportunity to participate in the exceptional program.

Supplementary services: Participants in the training program live in a halfway house. About $125 a month is generally provided through the division of vocational rehabilitation; the house charges $4.10 a day or about $123 a month for room and board.

History and development: According to Detroit, the department of corrections came to the GM training center and asked about the possibility of training for prisoners. The manager of the center decided that the center would join other centers and offer training to a limited number of prisoners. The manager explained that GM actively supports a number of projects to aid "underprivileged segments of society." The first trainee entered the program in November of 1970.

SUMMARY OUTLINE

Program title: Honeywell Computer Programming

Special features: Industry cooperative program, inmate instructors, volunteers.

Job skills taught: Fundamentals of data processing, computer logic, including flow charting, computer programming through COBOL; FORTRAN, Easycoder, other program languages; systems design and analysis; keypunch, teletyping.

Length of course: More than 12 months (indefinite).

Number of trainees: There are currently 70 students in three correctional institutions enrolled in the program. Since 1967 more than 500 inmates have had training in some phase of the program, with about 100 of these completing sufficient courses to enable them to get jobs in the industry.

Administration: The program is administered by the inmates. Honeywell provides teachers for the advanced courses.

Staff requirements: One lead volunteer instructor from Honeywell and one inmate coordinator for each institution.

Cost and funding: Each institution provides permanent work and classroom space in addition to $75 per month for the rental of a keypunch machine. Honeywell donates to each institution approximately $1,500 per year for books and supplies.

Descriptive and curriculum materials: Prison Rehabilitation through Education by Malcolm D. Smith, originator of the program

Location: Massachusetts Correctional Institutions at Norfolk, Framingham and Walpole.

Contact: Malcolm D. Smith, group manager, Honeywell Information Systems, Inc., 60 Walnut Street, Wellesley, Massachusetts 02181.

Summary: A built-in concept of inmate responsibility and self-determination designed by M.D. Smith of Honeywell has provided more than programming skills to the 100 men from three institutions who have been inmate teachers since 1967. There is evidence that the skill training aspects of the program have actually resulted in jobs for those former inmate teachers who actively sought employment in the programming field. Only four participants are known to have returned to prison. One of those has begun a similar program in another correctional facility.

Teaching and learning methods: The three basic courses cover Fundamentals of Electronic Data Processing, Basic Business Programming, including flow charting and logic, and COBOL. Students who have completed these basic courses can advance toward systems analysis and design, FORTRAN, and other programming languages, and are expected to learn and develop teaching techniques.

Lecture with discussion is the primary strategy employed by the inmate instructors. Some video tapes and overhead projections have also been used. Homework is the completion of assignments in programmed texts, the drawing of flip-charts and the writing of in-depth notes on outside reading in magazines and books. Students gain teaching confidence and experience during the Fundamentals course by presenting short lectures on the previous week's assignment. Questions and discussion are encouraged.

Advanced students and graduates remain highly motivated and challenged while still in prison because, in addition to teaching fellow inmates, they are involved in actual programming work for outside agencies. Customers have included the State Department of Education, Department of Corporations and Taxation, Natural Resources, Employment Security, Civil Service, and a number of school systems and hospitals. Until the fall of 1972 prisoners were restricted to services for non-profit agencies. The passage of an omnibus prison reform bill in Massachusetts now makes it possible for the prisoners to set up a competitive service bureau.

Actual class instruction time is two afternoons per week. The three basic courses take between six and nine months to complete. An evening course for advanced students is held by the Honeywell volunteers one evening per week.

Implementation requirements and costs: The only investment required by the institution is the provision of permanent work and classroom space and a keypunch machine. The program at Norfolk operates successfully without a computer. At Walpole and Framingham second generation computers have been donated by Honeywell and a broader range of courses, including maintenance and operation, is offered. Manuals, programmed instructional texts, screening tests, certifying examinations, and certificates are provided by Honeywell at an estimated value of $1,500 per year to each institution.

According to one Honeywell representative, this course goes into far more depth than the courses offered by EDP schools for more than $2,000. Prison educators wanting to initiate similar programs with Honeywell are limited to the Minneapolis and Phoenix areas where the firm has offices. A similar program however could be initiated with the help of another computer manufacturer or university, where students could serve as teacher trainers.

Student selection methods: Trainees openly admit that the program is designed for special people. They are bright and have an essential aptitude for logic. Any man or woman who is interested and who has at least one year left in his or her term can apply for the screening test. Of those who apply an estimated 50 percent are screened out. Fifty percent of those who pass the test do not complete the basic courses. One the other hand, 20 percent score as high as the average college graduate.

The screening test is administered by Honeywell on request three or four times a year. All who pass the test may enroll in the program.

Staff: The program is coordinated by an inmate teacher who relies on the mandatory commitment of each trainee to assume teaching responsibilities once he has completed the fundamentals course. The advantage of having the inmate as teacher is that the course has immediate value within the institution as a self-perpetuating experience.

Evaluation: Placement records have not been kept because Honeywell prefers not to contact men who have completed their prison terms, as Honeywell is then part of their prison past. Indications are that at least 18 of 60 graduates from Walpole are in jobs related to programming. Many of these men enter the field as junior programmers at annual salaries of $8,500 - $10,000. (There are not yet any women graduates.)

When a man is released and enters the work world of programming, he is likely to have to make some major adjustments, particularly in social skills. To ease this transition, now that there is a furlough program in Massachusetts, it is possible that inmates can visit prospective job sites before their release, and in some cases are offered work release.

Honeywell's Malcolm Smith stressed that his organization does not want to become involved in job placement. To foster a dependency on Honeywell as a benefactor would be more of an injustice than an aid, he feels. Their role is educational, as he sees it, and ends after certification and recommendation of individual graduates. It is up to the inmate to sell himself to a prospective employer, although Honeywell is pleased to provide recommendations for its achieving students. They are particularly proud of one 49-year old graduate who had never had a legitimate work day in his life prior to prison. "He has been programming for one of our competitors for over four years now, and perhaps of them all, is our hero."

Evaluation by trainees: The inmate coordinator for the program at Norfolk, recently transferred to the new coeducational facility at Framingham, was a high school graduate employed as a ditch digger before entering prison. He said he could not have survived at his prison assignment--washing pails--but it never occurred to him that he could be a programmer until a friend suggested that he take the entrance examination.

Another trainee recently took a civil service exam for junior programmer, a first in this state for a prisoner. A lifer who was a high school drop-out and a filling station attendant has a job waiting for him when he gets out. "This is the most challenging and intellectual program in the prison," he says.

History and development: Developed at the request of an inmate, this program exists almost entirely without bureaucratic entrapments. The first course in fundamentals began at Walpole in 1967 with a staff of five Honeywell volunteers and 10 inmate students. The Norfolk program began in

September, 1968 and in May, 1973 nine trainees from Walpole and five from Norfolk were moved to the Framingham facility, traditionally a women's institution, making this the first attempt at a coeducational approach to corrections in the state.

Courses have been revised and updated as the program developed and as the confidence and skills of the inmates increased, advanced computer problems and languages were added.

An arrangement with the State Department of Education has resulted in the exchange of keypunching and computer use for inmate live programming services. The expansion of live programming for outside agencies has greatly increased the confidence and broadened the experience of the trainees.

SUMMARY OUTLINE

Program title: A Model of the EXXON Service Station Attendant and Mechanic Course.

Special features: Short-term, industry cooperation, training release.

Job skills taught: Driveway salesperson, service station attendant, service station mechanic.

Length of course: Three hours per day, 60 days.

Number of trainees: 48 from 1970 to early 1973.

Administration: Department of corrections has full authority. Industry supplies equipment and members of an advisory panel.

Staff: One instructor is hired by the institution.

Cost and funding: $1,000 per trainee. Most equipment donated by industry.

Descriptive and curriculum materials available: Instructor replies on individual basis.

Location: Delaware Correctional Center.

Contact: J. Vernon Green, vocational administrator, Delaware Correctional Center, Rd. #1, Post Office Box 500, Smyrna, Delaware.

Summary: This eight-week course is based on the EXXON Oil Company (formerly Humble Oil) training course for service station attendants. Cooperation from related industries has been good; EXXON and General Motors provided the initial hard and software for the course and EXXON and Chrysler Corporation representatives sit on a program advisory committee. About 25 percent of the graduated students are in a work-release program. Detailed evaluation has not been conducted.

Teaching and learning methods: The daily three hours of class time is divided between programmed instruction and training in the shop area. Lecture, teacher demonstration, and some audiovisual aids are used.

About 25 percent of the course graduates participate in a work-release program. Releases must be within one year of parole eligibility and usually are housed in work-release centers in nearby communities. The course prepares trainees to become driveway salesmen, service station attendants, and service station mechanics. Students learn fuel system and automotive electrical repairs, battery and tire service, wheel balancing, and basic tune-ups and lubrication.

Implementation requirements and costs: The average age of the Center residents is 19; all security levels are represented. The course instructor believes the program can be successful with all types of residents and feels the major implementation requirement is a suitable building. The program currently operates in a shop area that is 2,800 square feet. The instructor says it should be larger to allow for more cars and training aids.

An estimated $2,000 was spent on the hardware required to begin the program; practically all was donated to the correctional center by

EXXON, with General Motors providing the smaller training aids. A local company, the Danvir Corporation, supplied used cars and parts for the training machines. Since implementation, the course has been funded through the Delaware Division of Adult Corrections; the estimated cost of the program is $1,000 per trainee per course. This sum is divided between the instructor's salary, printed materials and supplies, and equipment and parts.

The following are the major pieces of equipment used in teaching the course: 1 Auto-lift, Lincoln, 1969 at $2,100; 1 Gas-Pump, Tokheim, 1965 at $800; 1 Auto-Chassis and Engine, Buick 1971 at $1,200; 1 Auto Diagnostic Machine, Peerless, 1971 at $200; and 1 Alemite Wheel Balancer, Alemite, 1970 at $375.

Student selection methods: The living quarters at the Center are divided into buildings, each with a Building Team made up of a social worker, corrections officer, counselor, and a member of the Center's educational staff. These Building Teams recommend students for the course. Once recommended, selection is based on an interview between the course instructor and the potential trainee. The only prerequisite is a fifth grade reading and mathematics ability; the instructor sometimes makes exceptions to this requirement.

Course administration: EXXON continues to supply training aids and materials but support from General Motors has dwindled. Chrysler Corporation and EXXON representatives meet monthly as an advisory committee. Using mostly donated supplies, the Delaware Correctional Center has only to supply the instructor and the space. Funding comes from the state Division of Adult Corrections, whose staff has full authority in course operations.

Staff: There is one full-time instructor. Certification by the state is required.

Evaluation: Questionnaires, phone calls, and personal visits have been used to obtain employer reactions and comments. Since 1970, the instructor has followed 35 of the 48 students. On the basis of these follow-ups, he estimates a two to three percent failure rate.

Job placement has been minimal to date. The Center has recently appointed a job placement officer.

Supplementary services: Each Building Team provides counseling in social and personal problems. An advisory committee made up of representatives from local EXXON and Chrysler facilities meets monthly to evaluate the service station program.

History and development: Corrections officials contacted the oil companies with the idea in 1970. A pilot program ran from 1970-71, and produced data on which revisions were based. Future plans call for development of a maintenance program with the Center's transportation division, providing on-the-job training in the institution.

SUMMARY OUTLINE

Program title: Nebraska Penal Complex Skill Center.

Special features: Short term, industry-run program.

Job skills taught: Building trades, auto mechanics, welding.

Length of course: Building trades and auto mechanics, four to six months. Welding, three to five weeks.

Number of trainees: Average of 20 in each trade area. From January 1972 to April 1973, 55 auto mechanics graduates, 59 building trades. December 1972 to April 1973, 12 welding graduates.

Administration: Conducted under contract by Northern Systems. Institution provides facilities and one teacher.

Staff requirements: 10 professional level staff members.

Cost and funding summary: Estimated first year costs, $454,481. LEAA and department of corrections funded.

Descriptive and curriculum materials available: Descriptive materials on the Skill Center have not been published. A pamphlet describing Northern Systems is available from James Healy, curriculum writer, Northern Systems. A complete set of teaching guides and manuals has been developed by Northern Systems but is not available for wide distribution. Northern Systems is available on a contract basis to develop training programs for institutions throughout the nation.

Contact: Welcome T. Bryant, Vice President & General Manager, Northern Systems Company, 4701 Lydell Drive, Cheverly, Maryland 20785, or, Dan J. Casey, Project Manager, Nebraska Penal Complex Skill Center, 3601 "O" Street, Lincoln, Nebraska 68510.

For information regarding the operation of the Skill Center and Work Release Program in Nebraska, contact Charles L. Wolff, Jr., Warden, Nebraska Penal and Correctional Complex, P.O. Box 81248, Lincoln, Nebraska 68501.

Summary: Northern Systems, a private firm using expertise gained from developing training programs for the federal government, has developed a seemingly effective Skill Training Center inside the walls of the Nebraska Penal and Correctional Complex. All graduates of the four month courses which teach entry level skills in building trades and auto mechanics and of the four week welding course have been placed. Partial funding for the $454,481 program was received through a Law Enforcement Assistance Administration grant. Northern Systems is willing to develop similar programs for other institutions throughout the country.

Teaching and learning methods: Northern Systems has designed "training lines" for auto mechanics, the building trades, and welding. Each line consists of a series of skill stations arranged so that a student begins learning simple skills which insure a high probability of success and progresses to more complex ones. Each inmate proceeds at his own rate and moves to a new station only after certain skills have been mastered.

After completing a group of related skill stations, the student is tested by an instructor and a supervisor at "check-out stations" arranged along the training line. If the skills have been mastered, the student moves on to other stations; if necessary, a student will repeat some or all of the previous stations. Satisfactory skill station performance requires that the student be able to perform at industrial speed, verbalize the skill, demonstrate social skills that would be expected on the job, and read and write in accordance with occupational requirements.

All learning at the Center is done by the "Six Step Method" developed by Northern Systems. The first step is "Instructor Demonstration" during which the instructor explains the relationship of the task to others which precede or follow it. Step two is "Instructor Talk Through." This time the task is done very slowly and students may ask questions. During the third step, the trainee explains each step as the instructor does the task. Next, the positions are reversed; the instructor describes the procedure as the trainee performs.

Other trainees who may be learning the same skill observe and ask questions. During the fifth step the trainee both performs and describes the step-by-step procedure. Other trainees may observe, listen, and ask questions. In the last step the student performs without coaching or assistance. He is expected to achieve the desired performance at industrial speed and proficiency within three trials. Trainees who have learned a skill are expected to monitor beginning students.

Vocabulary and arithmetic operations are incorporated into the course. In "Back-up Classes" the students practice filling out forms, preparing reports, performing arithmetic operations, and using technical vocabulary. These skills are further developed and reinforced at the stations.

Social skills are developed through role playing and group discussions. Using prepared scripts, residents portray characters and act out situations. Group discussions are directed toward exploring alternative ways of resolving problems.

An initial social skills seminar, for example, might illustrate how to address a supervisor. At a corresponding skill station, the instructor might accordingly require the inmate to request information or materials from one of the supervisory people on the line.

A student is also confronted with situations in which he must apply his social skills training.

The building trades course begins with lessons on how to use and clean tools. One of the first lessons is "Learning to use a wire brush." The student manual explains the objective, the function of the equipment, and the tools and materials required.

At the last tool station, students are required to lay out and install a box sill; figure, sketch and, install stringers and risers for concrete steps; construct part of a cabinet; lay bricks; and monitor other students.

At the beginning station in auto mechanics the student learns the operation of manual gas pumps and manual and automatic air gauges.

In the final stations the auto mechanics student is responsible for tuning an engine and monitoring others.

The building trades course offers preparatory and entry level skills in six levels: 1) Cement mixer and hod carrier; 2) insulation installer, dry wall installer, concrete finisher, plumber's helper; 3) painter; 4) bricklayer and plumber; 5) concrete form setter, tile installer and appliance installer; 6) layout carpenter, rough carpenter, and cabinet maker. The auto mechanics course qualifies inmates for jobs in nine skill levels: 1) island attendant; 2) tire repairman; 3) new car get ready; 4) service station attendant; 5) engine rebuilding; 6) brake repairman; 7) transmission repairman; 8) general mechanic; 9) tune-up specialist.

Assignment to the welding course is based on successful completion of most of the mechanical or building trades training line, welding can be used as a support skill for either of the two trade areas. The course is a three to five week program offering training at three levels: 1) booth or production welder; 2) fabrication or assembly welder; and 3) ironworker.

Inmates are assigned to the program full time (7:00 to 10:30 a.m. and 11:30 to 3:30 p.m.) for four to six months. The average length of training is four months.

Implementation requirements and costs: The average length of the program for each trainee is four to five months, making it particularly suitable for institutions where the length of confinement is relatively short. As in Nebraska, other institutions might choose to use it in conjunction with a work or training release program, regardless of the length of the original sentence. The training line in this particular institution consists of nearly 50 separate stations and requires a large area. However, the training line can be modified depending on the number of trainees in the program. The cost would vary with the institution and would depend on the number of students. Other training programs already developed by Northern Systems include clerical skills, meat cutting, cooking and baking, sheet metal, heating and air conditioning, and prevocational skills.

A job market survey was conducted by Northern Systems three months before the project started. Current information on employment possibilities is gathered from Department of Labor studies and through the Chamber of Commerce and other local organizations. Department of Labor studies anticipate a rapid increase in employment opportunities in the building trades throughout the 1970's, but note that this prediction is dependent on the state of the economy. Employment opportunities for diesel mechanics are expected to increase very rapidly while those for automobile mechanics and service station attendants are expected to increase moderately.

The program is partially funded through an LEAA grant. The total cost of the project for the first 12 months was anticipated at $454,481. The LEAA grant supplied $292,800 of this amount. Institutional expenses include salaries of $71,247 and a travel budget of $20,490. It was anticipated that equipment would cost $62,455, with supplies and other expenses totaling $126,530. $30,400 of this amount was included for physical plant renovation.

Northern Systems received $173,759. Of this amount, $104,394 was spent on salaries and benefits, $15,300 on travel and per diem, $29,832 on supplies and other operating expenses, $13,794 for general and administrative costs, and $10,439 as a fee.

Student selection methods: Approximately 20 residents are involved in each program. Participants in the program must be between the ages of 18 to 44, achieve a reading and math ABLE score of 6.0, and have no detainers. Inmates with up to a year before their parole date may be admitted in the program. Graduates who complete the four month training but still have time to serve are eligible to participate in a work release program.

Students may be referred to the program by a counselor or may apply by contacting an instructor or the training supervisor. Trainees are admitted to the class through a majority vote of the sub-classification committee composed of the associate wardens in charge of industry, agriculture and treatment, the deputy warden, the captain and the skill center training supervisor. Counselors sometimes attend the meeting.

Applicants for the welding course must be enrolled in either building trades or auto mechanics. A board consisting of the training and welding supervisors and skill training instructors reviews applications and makes final selection of students. The board considers outstanding effort and performance in the training line, recommendation by the instructor and senior instructor, number of stations which the student has completed, time before release, and the type of job the student desires.

Course administration: The courses are conducted under contract by Northern Systems. The company has primary responsibility for course development, teaching, graduate placement and follow-up, and program evaluation. The institution provides the facilities and one teacher in each course.

Staff: Northern Systems provides a project manager, secretary, and an assistant who aids in teaching and curriculum development. The institution employs one teacher in each course. One senior instructor in each trade, in addition to an overall supervisory instructor, is employed by Northern Systems.

Evaluation: Between January 1972 and April 1973, 104 students had entered the Auto Mechanics class, 13 had dropped, 29 remained on the training line, 7 transferred to welding, 55 graduated and were placed. Students were placed as diesel mechanics, mechanics helpers, maintenance men, machine operators, auto repairmen, drivers, get ready men, and auto body repairmen.

In building trades, 101 entered, 10 dropped, 8 transferred to welding, 59 graduated and were placed, and 24 remained on the line. Students were placed as building maintenance men, construction tradesmen, mason attenders, formica laminators, general maintenance men, block layers, carpenters helpers, brick layers, painters, concrete finishers, cabinet makers, rip saw operators, roofers, block tenders, steel siding and sheet metal workers.

Between December 1972 and April 1973 a total of 18 students enrolled in the welding class. One dropped, 12 completed training and were placed and 5 remained on the line. Graduates were placed as MIG welders in production shops.

Evaluation by trainees: Most residents interviewed were enthusiastic about the program. One stated that "It's the first real chance I've had to learn a trade." Another resident had previous experience in the field and felt that the course was valuable because he had "learned more and kept up in the field." Two of the trainees did not plan to earn a living using the skills that they had acquired, but felt that the training was of use to them in any case. Since the course offers training in the development of social skills and problem solving in addition to the training in two specific trade areas, many of the skills learned in the course could be transferred to other fields, they said.

Supplementary services: Northern Systems is responsible for the job development, placement and follow-up of graduates of the Skill Training Course. As soon as a participant has completed level one of training, two job possibilities are developed for him. After completion of level two, the job developer takes the inmate to interviews with employers until the trainee is hired. A placement specialist makes periodic visits to the job site and is responsible for counseling the employee. If an employee loses his job, the placement specialist tries to find him a new one. Follow-up continues for six months after the release of the inmate from the training program.

Northern Systems works with various community groups in placement. CONTACT, Seven Step Foundation and other civic organizations have assisted in job development and placement. Graduates of the course receive a certificate, a skill achievement list, and tools. Driver training is also available.

History and development: Northern Systems, a subsidiary of Northern Natural Gas Company, used experience acquired during the designing and implementation of training systems at the Washington JOBS Center and at the department of Corrections institutions in Lorton, Virginia in developing the program at Lincoln. Dan Casey, the project director and a native of Lincoln approached the warden with his training project. The institution was receptive to his ideas. The program received LEAA funding and was implemented at the prison in January 1972.

Comments: Dan Casey, the director of the project, sees many advantages to the joint venture of corrections and industry: "Industrial involvement in training makes sense for an institution. For one thing, if industry is not involved, job development and placement can be a real stumbling block. Industry feels better if industry itself has been involved in training. We have the cooperation of organized labor in placing men. We wouldn't have a fiddler's chance in doing that if we weren't industry."

Charles Wolff, the warden, thinks the Complex made the right decision in inviting Northern Systems to develop a training program. "It's probably the finest piece of vocational training that I have seen," he says.

The project was begun with the understanding that Northern Systems, using the expertise gained from other projects, would develop and implement a training program and then gradually shift the responsibility for the total program to the institution. It is anticipated that the transfer will occur over a three year period. Casey says the company's relationship to the institution after the third year is still in question. "I don't think we ever should cut loose entirely," he says.

Relationships between the company and any institution would obviously vary depending on the type of program that the prison would request Northern Systems to develop.

The program in Nebraska offers an introduction to auto mechanics, building trade skills, and welding. However, the program features much more than the teaching of manual skills for these trades. Through a systematic approach, the participants learn how to solve increasingly complex problems. The course also includes communication, math, and social skills development.

The first skills developed are purposely simple ones that are useful in presenting the methods for learning and in assuring participant success. Project Director Casey knows that not everyone will be able to complete the course. He notes, "I've had two or three that just couldn't go further, but you don't let them fail." The course is designed so that a participant will have entry level skills for many trades in addition to the ability to use those skills for advancement.

Warden Wolff sees the next step in the development of the training program as "going out and doing practical things in the community and in the institution; some members of the building trades class went out and renovated school buildings," he says with pride.

SUMMARY OUTLINE

Program title: Ornamental Horticulture

Special features: Community support.

Job skills taught: Landscape contractor, groundskeeper, greensman, florist, greenhouse manager, and propagator.

Length of course: 1,000 hours required for a state-approved certificate in ornamental horticulture. Class meets seven hours a day, five days a week.

Number of trainees: Open-entry. Since inception in June 1972, 31 students have completed the course. Classes are limited to 16.

Administration: The ornamental horticulture course is administered by the prison vocational education division.

Staff requirements: One instructor.

Cost and funding summary: Local trades donated equipment and supplies. Yearly budget of $11,500 from Washington State Reformatory funds.

Descriptive materials available: None.

Location: Washington State Reformatory, Monroe.

Contact: Jerry Kluin, course instructor, Washington State Reformatory,
P. O. Box 777, Monroe, Washington 98272.

Course administration: The course instructor reports to the supervisor of vocational education at the reformatory.

Evaluation: No formal evaluation has been conducted. Kluin reports that 11 of the last 16 graduates (the second class since the course's inception in 1972) found employment in local horticulture businesses.

Supplementary services: A trade advisory committee composed of local nursery owners, media garden editors, and horticulture association members meets every three months with the course instructor to discuss problems encountered in job placement efforts and recent developments in the trade to be incorporated in the course.

The instructor relies heavily on trade advisory committee members to assist him in finding jobs for his trainees. In some cases advisory committee members hire trainees themselves. Kluin makes monthly visits to local Seattle and Everett businesses to survey job opportunities. He sets up interviews, makes recommendations, and generally does all he can to secure employment for the trainees. Unfortunately, he reports, there are just not enough jobs to go around.

A few of the horticulture trainees have participated in work-release, but the program has been discontinued since employers felt they had to wait too long for the trainees to be cleared and placed on the job, Kluin explains.

History and development: The course resulted from a local demand for trainees in horticulture trades and from an expanding emphasis on ecology. Early in 1972, garden and nursery representatives from surrounding communities contacted the prison and began talking about a course in horticulture. The first class was started in June 1972.

SUMMARY OUTLINE

Program title: Philco-Ford Repair Services Training

Special features: Industry initiated.

Job skills taught: Small and major appliance repair, radio and television servicing, small and diesel engine repair and servicing, air conditioning, and home and mobile refrigeration.

Length of course: 97 weeks for complete program, divided into three clusters.

Number of trainees: Average of eight students in each of nine courses.

Administration: State department of vocational rehabilitation selects instructors and supervises program. The prison advises on custody matters and participates in student selection process.

Staff: One instructor for each of three cluster areas, two counselors.

Cost and funding summary: Philco-Ford charged about $20,000 to supply equipment for a cluster area and train the instructor. Yearly operating cost of about $40,000.

Descriptive and curriculum materials available: Training materials were supplied by Philco-Ford, which maintained complete inventory lists and curriculum outlines. Special arrangements must be made to obtain the materials from Philco-Ford or the division of vocational rehabilitation.

Location: Kansas State Penitentiary, Lansing.

Contact: Robert J. Rolands, Division of Vocational Rehabilitation, 906 North 17th Street, Kansas City, Kansas 66101; J. Vincent Leonhard, vocational coordinator, Kansas State Prison, P.O. Box 2, Lansing, Kansas 66043.

Summary: A division of Philco-Ford set up the turn-key courses under contract with the state division of vocational rehabilitation. Philco-Ford has since phased out the division that initiated the Kansas State Penitentiary programs, and courses at the prison were undergoing extensive revision following the termination of Philco-Ford services in 1973. For those interested in observing the classes or gathering further information on them, some elements of the Philco-Ford program should still be in evidence.

Teaching and learning methods: Students spend full days in the training area. The courses at KSP are arranged in sequence, and students may progress through the sequence at the following rate:

Cluster I:
- Small appliance repair - 8 weeks
- Major appliance repair - 17 weeks
- Radio servicing - 20 weeks
- Television servicing - 27 weeks

Cluster II:
- Small engine repair - 18 weeks
- Diesel engine principles - 7 weeks

Cluster III:
- Air conditioning principles - 2 weeks
- Home refrigeration and air conditioning - 8 weeks
- Mobile refrigeration - 8 weeks

Philco-Ford established the standards for admission and tested prospective students for intelligence, logical thinking, and mechanical aptitude. A selection board considered the results of the tests and the recommendations of prison administrators. The initial class of 50 was selected from 327 applicants. An average of eight students was enrolled in each of the nine courses.

Philco-Ford set up the training in accordance with teaching methods that had proven effective in industrial and armed forces vocational training. The company supplied lesson plans, audio-visual materials, texts, and examinations which it developed. Most training used traditional teaching methods, with emphasis on lecture-demonstration and hands-on experience.

Implementation requirements and costs: Available shop areas and the Philco-Ford fee were the primary implementation requirements. Since Philco-Ford provided all equipment and instructor training, there were relatively few headaches for prison administrators.

Philco-Ford charged about $20,000 to supply equipment for a course and to train instructors. There was an additional charge for monitoring services, which included periodic evaluation and assistance. Monitoring charge at Kansas State Prison was about $1,700 per year.

A recent representative yearly budget for the courses, which did not include Philco-Ford services, was $40,000. Most of the ongoing expense is for salaries of instructors and counselors. Funding for the classes came mainly from the U. S. Department of Health, Education and Welfare through the state division of vocational rehabilitation.

Course Administration: The state division of vocational rehabilitation was responsible for selecting course instructors and the two counselors. Continuing evaluation and supplementary training was provided under a monitoring services contract with Philco-Ford. The prison vocational education director served as an advisor on security and physical facilities, and assisted in coordinating the services offered by various agencies.

Staff: One teacher was employed in each of the cluster areas. Teachers qualified on a basis of practical experience, and were not required to have formal education in their fields. Two vocational rehabilitation counselors were assigned to the prison by the division of vocational rehabilitation. The counselors worked to develop employability skills among the trainees, and assisted course graduates in getting jobs. A recent report from the counselors noted their heavy caseload and the resulting difficulties in providing optimal services to trainees.

Evaluation: According to the vocational rehabilitation division director, "The name Philco-Ford is like magic when it comes to getting these men jobs." He noted that the company awarded certificates to all course graduates, and that the certificates automatically qualified trainees for jobs with any Philco-Ford dealer or agency in the world. Records which the director said candidly "are not quite what they should be" indicate that the recidivism rate for graduates was about five percent. Recidivism records for the entire KSP population were not available.

The director said that 60 percent of the graduates got jobs directly related to the skills learned. The figures were based on a two-year follow-up evaluation conducted by the vocational rehabilitation counselors.

Evaluation by trainees: Two students selected by random methods and interviewed privately said the program offered them immediate reinforcement and an opportunity to learn some basic education subjects through practical application.

One trainee, who said he hoped to open his own small engine repair shop upon release, said he had a discouraging experience in the prison's basic electronics program, where "it took too long to learn everything and you just felt you weren't getting anywhere." In the Philco-Ford shops, he said, the rapid training "makes you feel like you can make it right away."

Another trainee said he had been having trouble with basic math before he enrolled in the Philco-Ford classes and learned math by practical application.

Supplementary services: The two vocational counselors assisted graduates in getting jobs upon release.

History and development: Philco-Ford created a technical representative division during World War II to train armed forces personnel. After the war ended, they kept the division in business by offering training to private industry. In 1965, representatives of the division contacted the Kansas penal institutions director and proposed a pilot program inside a prison. From a list of 14 courses offered by Philco-Ford, the Kansas State Employment Service selected those which they felt would reflect the job market. After reviewing funding possibilities, the penal authority negotiated an agreement with the division of vocational rehabilitation. The division was able to obtain the majority of the implementation costs from a matching funds agreement with the U. S. Department of Health, Education and Welfare. Classes began in 1966. Inmates surprised administrators by completing courses in a much shorter time than was anticipated. Encouraged by the apparent aptitude demonstrated by the trainees, the involved agencies contracted in 1971 with Philco-Ford to add classes in refrigeration. In early 1973 Philco-Ford phased out the industrial training division and began conducting all training in Philco-Ford internal facilities.

SUMMARY OUTLINE

Program title: Project EXIT (Ex-Offenders in Transition)

Special features: Transitional job support services, job development and counseling.

Length of program: Pre-release phase is four weeks; post-release counseling continues through parole or probation.

Number of clients: 30-40 clients per counselor; a total of 419 clients were served in the first year of operation.

Administration: Palmer/Paulson Associates, Inc., of Chicago, a marketing-management firm.

Staff: 21; four, central administration; two research; five, job development; eight, job counseling; two, institutional training coordination.

Cost and funding: Annual budget during the first year of operation was $298,000 under a contract with the Maine Bureau of Corrections and LEAA. Average cost per client is figured at $600-800 per year.

Descriptive materials are available from Project EXIT: Annual Report, September 14, 1972, provides extensive information on the goals, implementation, staffing, and statistical analysis of the first year of operation.

Locations: Staff is located at two Maine state prisons--Thomaston and South Windham--as well as in area offices in Portland, Lewiston, and Bangor. The central office is in Augusta.

Contact: Miss Ward E. Murphy, director, Maine Bureau of Corrections, 411 State Office Building, Augusta, Maine 04330; Richard V. Telthorst, executive director, Project EXIT, 116 State Street, Augusta, Maine 04330; Jean E. Perkins, director, Government Division, Palmer/Paulson Associates, 7205 Pratt Avenue, Chicago, Illinois 60631.

Summary: In a three-phase effort involving counselors and job developers, ex-offenders are provided a variety of support services leading to employment. A private marketing-management consulting firm serves as catalyst in a number of states, relying on short term impact and thorough documentation to convince legislators and corrections administrators to integrate the program into long-range plans.

Method: In the first phase, a staff training coordinator, based at each of the institutions served, works with inmates in group sessions for four weeks prior to release. Subjects covered during this intensive preparation period are vocational and educational opportunities outside the institutions, means of establishing long range goals, understanding self and others, techniques for successful job interviews, problems encountered in the community and on the job, development of free time activities, money management, the role of the parole officer, and the development of "positive" work and social attitudes. Speakers from the fields of business, insurance, public health, employment security, Alcholics Anonymous, local law enforcement, parole offices, as well as Project EXIT field staff, are invited to participate.

The second phase is job development. From information gained by the training coordinators about the needs of the soon-to-be released offenders, job developers approach the business community in the areas to which the offenders will return. Particularly helpful have been the larger firms which offer advancement opportunities and on-the-job training. The job developers were in some cases able to foster a working relationship with these firms which would allow them to initiate contact by telephone whenever a prospective client was to be placed. In no way was the employer obligated to accept the candidate, but often a position in a large firm could be tailored to the particular abilities of the client. The lack of many such firms in Maine, however, made it necessary to refer only the most qualified candidates for such positions.

During the second year of operation staff members hope to systematize cross-indexing of information of the state's business community. The job development phase depends not only on the skill of the recruiter, but on the careful support of training coordinators and counselors to assure successful placement. Employers who indicate an interest in hiring the ex-offender are frequently disillusioned when they discover the work habits and attitudes of the hard-to-employ do not meet their standards. It is at this point that a supportive relationship for both employer and employee is crucial.

Public education is an important aspect of the Palmer/Paulson approach. A "Career Day" held at each institution has been a means of not only enlightening the inmate, but also interpreting to the public the problems an ex-offender may encounter upon release. At the beginning of Project EXIT in November 1971, the governor of Maine, Kenneth Curtis, offered his public support by officially endorsing the program and encouraging the private business sector and all state agencies to hire ex-offenders whenever possible.

The third phase of the program is post-release counseling. Once the offender leaves the institution, a counselor works closely with the assigned parole office to assist the parolee in getting settled in a new environment. This may mean taking the person to job interviews, finding housing, dental care, emergency clothing, and transportation. Palmer/Paulson has made a firm commitment to the ex-offender by hiring several as paraprofessional counselors for this phase. Their dedication to their clients, twelfth-stepping as it would be in AA, has proven to be one of the strongest features of the program.

Implementation requirements and costs: Service, documentation, and integration were simultaneous activities in the implementation process. For this program to be proven successful, that is, if a significant number of ex-offenders could become independent and remain off the unemployment rolls and out of prison, much documentation of the first year effort was required. The Chicago office of Palmer/Paulson hired a director and research director, who were then responsible for putting together a staff, not only to offer appropriate services, but to determine what kinds of people would be most receptive to this treatment. As part of the accountability process, a data system was designed to provide extensive information for later analysis. However, a major concern of all the staff members during the early stages was whether or not they would be accepted by the established personnel of the prisons and parole offices.

There were other problems unique to Maine. A much higher rate of unemployment than the national norm makes job recruiting for the ex-offender particularly challenging. Public transportation in most areas in Maine is non-existent, taxi fares prohibitive, and few ex-offenders have drivers' licenses. Getting to and from work requires ingenuity, or a home close to work. As in other states, half-way houses are being considered as a means of resolving this problem.

Client selection methods: Two sets of guidelines are used for accepting clients, one for those in institutions and a second for those referred to Project EXIT from the community. Those people who seemed least qualified for employment--the acute alcholic, the heavy narcotic user, or the severely retarded--were arbitrarily ruled out as potential clients. In order to qualify for Project EXIT services, the client must be an ex-offender, between the ages of 16 and 65, unemployed or underemployed, and willing to make a sincere effort to help himself or herself. A supervising officer (usually a parole officer) must give consent, and the client should not have any serious court proceedings pending. Probationers are also considered.

Because there is better opportunity for Project EXIT staff to evaluate prospects in the institution than in the community, more clients are accepted from within the prisons than from the parole ranks. Despite the fact that the staff realizes that voluntary enrollment attracts many clients who want to improve their chances of parole, the guidelines have been used more restrictively for those referred from the community. Only seven of the 187 potential clients were refused in the first year of operation at the Men's Correctional Center.

Course administration: Active in the manpower and motivational field for many years, Palmer/Paulson Associates of Chicago administers Project EXIT through the help of LEAA funding. The project is known in Indiana as EXCEL (EX-offenders Coordinated Employment Lifeline) where it is also funded by LEAA and state funds. The first such effort in corrections began in 1970 in North Carolina.

Staff: All of the 21 staff members except the director and research director, were hired locally. Staff members are in two state prisons, three area offices related to parole offices in Portland, Lewiston, and Bangor, and a central office in Augusta, the state capitol.

The director serves as chief liaison with the U.S. Department of Justice (LEAA), the governor, the commissioner of mental health and corrections, and the central office of Palmer/Paulson Associates in Chicago. He also handles negotiations with other state agencies. Most of the preliminary design for the project was done by the director. The on-going policy-making, operational decisions, staff recruitment, and planning are done in regular group sessions with the deputy director, assistant and research director.

As the project unfolded the unique characteristics of each element of the field staff became clearer. A training coordinator was assigned the complex task of coordinating the total pre-release effort at each prison and involving all levels of personnel in the EXIT program. A special sensitivity to human relations was sought. The job developers who proved most successful, according to analyses of the first year of operation, demonstrated a quiet aggressiveness, determination, responsibility and independence, and the ability to work as a team with the coordinators and counselors. Educational background and age proved to be irrelevant to success in this job. It was determined early in the project that people who had been in prison would offer a counseling rapport which no degree in psychology or guidance could ensure. In reviewing the first year's staffing problems, the annual report states, "The most effective counselor in the project was an ex-offender....His identification with the life style of his clients led him into some minor scrapes with the law, which, although not serious, have occasionally been embarrassing. Despite this, it is the individual counselor's identification with the clients that makes the project effective and it must be maintained."

Three ex-offenders, now paraprofessional counselors, particularly fearful of failure themselves and conscious of their bias against correctional staff, four professional counselors, two institutional coordinators, and four job developers needed to become a cohesive group. During the first year of operation, the project experienced more than the usual staff turnover--two counselors and three job developers left--but in each case the replacement was trained on the job because of the groundwork which had been done.

Evaluation: As a demonstration project for Maine, EXIT had a combination of goals: the implementation and testing of an idea and the communication of measured results to concerned persons. At the beginning, emphasis was placed on establishing an effective operation and creating useful monitoring systems. Even if there was no immediate use for information, staff members were expected to record as much data as possible so that at a later date there would be greater flexibility in selecting what would be analyzed. The staff's commitment to informing the public of its goals and the needs of ex-offenders has necessitated careful information gathering.

The annual report indicates not only numbers served, but a profile of the clients' age, sex, marital status, educational achievement, job history, military experience, institutional and criminal record, starting salary, length of time to first job placement, frequency distribution of skill levels of first jobs after incarceration, and the percentage of clients who stayed on the job or were upgraded or moved to a different job. The report analyzes a number of questions on the basis of this information: Why do some EXIT clients fail on the job? Why do some fail to reintegrate into the community?

EXIT's impact in reducing recidivism in Maine could not easily be quantified. Because priority was given to serving clients rather than research, no control group was set up. However, a cost analysis was done to show the costs to the state for maintaining 141 men in the sample of parolees from the Maine State Prison and the Men's Correctional Center who were placed in a job by EXIT between December 1971 and August 1972. These figures, compared to the costs of maintaining the same men on parole, were dramatically different when the amounts of federal and state taxes paid by these employed men was added to the institutional cost and subtracted from the parole costs. Not accounted for were indirect costs to the state, such as welfare payments to inmate families.

On December 20, 1972, John Palmer president of Palmer/Paulson claimed on NBC's Today Show that fewer than 15 percent of the people his organization had worked with over a 15 month period had gone back to prison.

Supplementary services: In addition to the coordination of its services with other vocational rehabilitation efforts within the institutions and with probation and parole functions throughout the state, Project EXIT staff members have relied on a large number of community organizations for support. Radio and television stations and newspapers have given coverage, and concerned citizens from Rotary, Lions, and Exchange Clubs, Chambers of Commerce and universities have spoken on behalf of the program.

History and development: Initiated by the Maine Bureau of Corrections, Project EXIT started operations on October 4, 1971. Training of the field staff was completed on November 12, and field work began immediately in Portland, Lewiston and Bangor. Augusta became the focus for field services for the Waterville area, so it has served a dual function. Additionally, the University of Maine at Augusta has enrolled a number of clients as students and is interested in expanding its role in corrections.

Because no definite commitment has yet been made by the bureau of corrections for the final phasing out of Palmer/Paulson and phasing in of state responsibility--as originally planned for the third year of operation--the staff is considering several optional courses should cutbacks in funding occur. The alternatives developed would allow a combination of approaches. Services could be limited to counseling and referrals only, incorporating the project as a non-profit organization with both public and private funding sources. Another approach would be to negotiate with state agencies to absorb the counseling unit in their operations; or a third approach would be to "spin off" a series of half-way houses or pre-trial diversion programs. It appears that Palmer/Paulson Associates have discovered a variety of ways to serve corrections and can sensitively combine these to meet unique situations, regardless of fixed budgets.

SUMMARY OUTLINE

Program title: Service Station Salesmanship

Special features: Industry cooperation. Students are young inmates.

Job skills taught: Entry level skills for service station workers.

Length of course: Three hours of instruction per day for nine weeks.

Number of trainees: 15 per class. 225 graduates in first three years.

Administration: Under supervision of California Youth Authority, which operates correctional programs for younger inmates.

Staff: One instructor.

Cost and funding summary: Standard Oil provides materials and some services at no cost. Youth authority pays instructor's salary.

Descriptive and curriculum materials: The course instructor will provide course outlines while supply lasts.

Location: Preston School of Industry, Ione, California.

Contact: John Evasulk, instructor, Preston School of Industry, Rural Route 5, Ione, California, 95640.

Summary: This short-term program is modeled after Standard Oil of California's training program for service station attendants. Students use equipment, materials, and tools developed and provided by the corporation, and upon completion of the course are awarded Standard Oil certificates of achievement qualifying them for entry level service station jobs. Detailed evaluation has not been conducted.

Teaching and learning methods: The course covers selling techniques, money collection, credit card policies, check policies, and technical information on gasoline types, tires, batteries, and all the accessories sold by Standard Oil. The classroom training methods include role-playing, lectures, demonstrations, written exercises and tests, and frequent use of audio-visual aids and programmed instructional workbooks. Qualified students are permitted to go to a nearby Standard station and wait on customers. From each class the instructor selects a top student to act as his assistant for the next class.

Implementation requirements and costs: The Preston program operates in an average-size classroom with access to an outdoor area for gas pump and related equipment. The main implementation requirement is the cooperation of an oil company. Regional field offices of major oil companies should be contacted.

The instructor's salary is paid by the California Youth Authority, the agency which runs the Preston School of Industry. Standard Oil provides the equipment and materials, a small petty cash fund, the course diplomas, and a graduation dinner, all at no cost to the prison.

Student selection methods: Interested students may contact the instructor directly or request the program through their counselor. The following restrictions are placed on program enrollees: no sex offenses, no armed robbery offenses, and a seventh-grade reading and mathematics ability. A high school diploma is preferred, although not required. The student must also have only four to six months left before parole. Enrollment is limited to 15 students.

Course administration: The program is a joint effort of the California Youth Authority and Standard Oil of California. The Youth Authority supplies the space, students, and instructor. Standard Oil of California supplies the necessary materials. The instructor is selected by the prison, which has total authority in course operation.

Evaluation: No detailed evaluation has been conducted. The only placement service provided is the offering, by the instructor, of the name and address of a Standard Oil station in the student's home area. The instructor will also offer recommendations to the student's parole officer if requested to do so. Detailed placement information is not available.

History and development: The program originated in 1970 with assistance from the state division of vocational rehabilitation. The materials came from a Standard Oil field office in nearby Sacramento. Since the program originated there have been approximately 225 graduates, or 15 classes.

SUMMARY OUTLINE

Program title: Shell Oil Automotive Professional Training Program (APT)

Special features: Industry cooperation, short-term, younger inmates.

Job skills taught: Entry level skills for service station workers.

Length of course: 180 hours recommended.

Number of trainees: Varies. 20-student class recommended.

Administration: Shell provides materials, trains instructor. Correctional institutions maintain full authority.

Staff: One instructor for each location.

Cost and funding summary: Most equipment provided by Shell at no cost.

Descriptive and curriculum materials available from Shell Oil Company, Dealer Opportunities Merchandising Department, P.O. Box 2463, Houston, Texas 77001, or from Shell regional offices.

Location: Offered at more than 50 high schools and correctional institutions, including California State Prison at San Quentin and San Francisco Juvenile Court's Log Cabin Ranch.

Contact: E. H. Carter, manager, Dealer Opportunities Merchandising Department, P.O. Box 2463, Houston, Texas 77001; Ira Beal, instructor, California State Prison at San Quentin, San Quentin, California 94964; Jack Anderson, instructor, Log Cabin Ranch, La Honda, California 94020; or regional offices of Shell Oil Company.

Summary: Shell Oil Company reports that a combination of a shortage of skilled service station workers and a desire to aid disadvantaged youth prompted the organization of this training program. The course is designed for high schools, but may be modified for a correctional setting. Whether the APT program offers skills adequate to the job needs of convicts is open to question.

Teaching and learning methods: Shell provides a variety of materials for use in classroom and demonstration activities, and for individual use by students. Workbooks, car service manuals, mock-ups of engines and ignition systems, and teacher lesson plans are included. If the school or prison offering the APT class does not already have them, Shell will also provide an oscilloscope, wheel balancer, battery charger, and tire changer. The course is patterned after the training company delivers at its 27 dealer training centers. Students learn skills ranging from operation of a credit card imprinter to basic engine tune-up.

At San Quentin where the program is offered at the institution garage, it has been modified by the instructor to include training in major tune-up, wheel allignment, and installation of smog devices. At the Log Cabin Ranch juvenile facility, trainees operate a mock pump island.

Implementation requirements and costs: Institutions approved by Shell to offer the APT course receive almost all materials and equipment at no cost, but are expected to maintain the equipment at their own expense.

Institutions seeking to implement the course should weigh a number of drawbacks identified by Shell:

- In some areas, there may be few jobs available in service stations. Cooperation of service station managers is essential.

- A Shell publication reports that "some graduates have become discouraged after they start working in service stations. The long hours and comparatively low salaries cause them to return to the streets where they claim to be able to make more money in off color activities."

- Some graduates, Shell reports, have complained that they have little opportunity to use any but the simplest of these newly acquired skills.

Shell suggests that service station managers who are aware of the APT program and the problems of trainees can help solve these problems.

At San Quentin, instructor Ira Beal admits that many of his students are interested in the course because it is popular with the parole board. While a sizable percentage of the San Quentin students never use the skills on the job, many do and some are successful enough to move into service station management.

Student selection methods: Shell strongly recommends that trainees have a driver's license, or be eligible to obtain one, since service station operators prefer to hire persons who can legally pick up and deliver customers' cars.

Staff: Instructors must be trained at a Shell Dealer Management Development Center, where courses are conducted at regular intervals in 27 locations across the country. In some cases, a weekly stipend for the instructor will be paid during training.

Evaluation: The APT program has been credited with drastically reducing the dropout rate of students who take the course in high schools. At San Quentin, the instructor says he kept track of students who left the course over a two-year period and found that 43 percent had found jobs in service stations.

SUMMARY OUTLINE

Program title: Training and Technology (TAT)

Special features: Industrial training outside prison.

Job skills taught: Physical testing, industrial electricity, machining, mechanical and process operations, and welding.

Length of course: Six months average, eight hours per day.

Number of trainees: Seven inmates from Brushy Mountain Penitentiary attended a training center that annually graduates 400 non-institutionalized citizens. Class size averages 35.

Administration: Prison released inmates for training program operated by government contractors.

Staff: Three instructors per class; one supervisor and two instructors.

Cost and funding summary: Costs per trainee vary with training area, but average $1,800 for six months' training. M.D.T.A. funding.

Descriptive materials available: Report on the Brushy Mountain project available from TAT. TAT will also supply a list of documents on the Training and Technology project (with non-prisoners) to assist persons interested in implementing similar industrial training programs. All descriptive materials are free.

Location: Training and Technology, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tennessee 37830.

Contact: Henry Campbell, public information officer, same address.

Summary: This cooperative program between the government and industry has trained 2,500 men for jobs in industry since 1966. Trainees are selected from persons classified by the Department of Labor as being disadvantaged underemployed. In April 1972 seven men from the Brushy Mountain Penitentiary, Petros, Tennessee were admitted for training in welding and machining. Inmates were transported daily to and from the training center.

Though the inmate training program was considered a success by both TAT and corrections officials, the closing of Brushy Mountain terminated the program. Job placement staff members at TAT report that four of the seven inmates found work-release jobs relating to TAT training. They do not have information on employment after parole.

Teaching and learning methods: Training was carried out at the Atomic Energy Commission's Oak Ridge Y-12 Plant in a specially-built training center. Inmate trainees were transported daily from Brushy Mountain, and after the Penitentiary was closed down from the work release center in Knoxville.

An interest survey and review of the training courses offered through TAT resulted in three of the men choosing machining and four selecting welding. Machining provides instruction in the setup and operation of machine tools and in inspection for production dies, fixtures, tools, and machined components. In welding, trainees learn inert gas, metal arc, carbon arc, and flame cutting.

The inmates were integrated into regular TAT training classes, combinations of shop, laboratory, and class instruction. Trainees receive individual attention and assistance and proceed at their own rate.

Implementation requirements and costs: TAT offers the following checklist of considerations for those industries and correctional institutions interested in initiating similar programs:

Industrial Training Capacity

- What industries and plants are potentially involved?
- What experience has the industry had in training in craft, technician, and related areas?
- What training is now accomplished?
- In what ways do labor unions participate in training programs?
- What facilities (space and equipment) would be available for training?
- What qualified training personnel are available or could be made available (full time and part time) for training?
- What areas of training would be most desirable in terms of experience, facilities, and personnel?
- Can a significant amount of management attention be devoted to developing and operating a training program?
- What is the "image" of the plant in terms of a place to work and a citizen of the community?
- Can the plant call upon community assistance and count on community support?

Community Resources

- What are the major educational and training resources of the area?
- What program exists for working with the disadvantaged population of the area?
- What are the temporary housing possibilities related to the area where training would occur?
- What is the general attitude of the community leadership toward programs for the disadvantaged?

Employment Opportunities

- What opportunities are there now and are projected for employment within the plant for graduates of the training program?
- How are these positions now being filled?
- What are the general employment prospects in the geographic area and in the industry represented throughout the country?

Recruitment Possibilities

- What large groups of unemployed or underemployed workers in the area are potential trainees?
- What training programs serve these groups, and are they full, adequate, and successful?
- What channels now exist for recruitment from the disadvantaged group?

General

- Is there an agency which would be able to assist in development, coordination, and management of the program?
- What relationships exist between the industry and possible cooperating agencies?

In addition, training centers must be close to institutions or work-release centers for easy inmate transportation.

Funding arrangements must be worked out with sponsoring agencies and corrections departments. The Brushy Mountain program was financed by MDTA. Estimated cost of training was $1,800 per student.

Student selection: TAT specified that inmates have at least a sixth-grade reading and math level. The department of corrections stipulated that trainees be close enough to their release date to be eligible for work release upon completion of training. Corrections officials also required that trainees' records be free of escape attempts or capital offenses.

Candidates meeting these specifications were given a battery of tests to verify a sixth-grade academic level. Those candidates passing the tests were given their choice of the six vocational areas.

Course administration: The principal partners in TAT are Oak Ridge Associated Universities (ORAU)--a university management group sponsored by 43 colleges in the South--and the Nuclear Division of Union Carbide Corporation, which contracts with the Atomic Energy Commission for the operation of the Oak Ridge Y-12 defense installation. ORAU is responsible for training-related instruction and services such as job placement and recruitment, while Union Carbide provides the skill training. Funds for TAT come from many federal, state, and city agencies.

The inmate training program was funded by the U.S. Department of Labor. The state vocational rehabilitation agency paid trainees $15 per month for expenses and provided them with civilian clothing.

Staff: Instructors are selected from Y-12 plant journeymen, technicians, foremen, and engineers. Each class has one supervising instructor, and two to three teachers.

Evaluation: Annual follow-ups are standard TAT procedure, and follow-up study of the seven inmates is scheduled for late 1973. Informal contacts maintained by staff members indicate that four of the seven inmates secured training-related work release jobs.

Supplementary services: Like all TAT trainees, the inmates had regular guidance and counseling services available to them. TAT maintains extensive job placement services but the inmate-trainees went directly to work release centers and did not receive all the services.

SUMMARY OUTLINE

Program title: UNIVAC-IBM Computer Skills Training

Special features: Industry cooperation, suitable for inmates with long sentences.

Job skills taught: Systems analyst, computer programmer, programmer trainee.

Length of course: Basic skills taught in about 240 hours. Practical experience phase may go on for several years.

Number of trainees: No more than 10 trainees. Slow turnover.

Administration: State departments of correction through prison education departments.

Staff: Periodic instruction provided free by computer companies. Inmate instructors are used.

Cost and funding summary: Most materials and instruction are provided free by computer companies. State agencies pay inmates and institutions for programming services.

Descriptive and curriculum materials available: No descriptive materials. Curriculum guides and training materials are supplied by UNIVAC and IBM.

Locations: Kansas State Penitentiary, Lansing; Missouri State Penitentiary, Jefferson City.

Contact: Regional branch marketing offices of UNIVAC or IBM, or M. H. Mulkey, UNIVAC, 4210 Johnson Drive, Suite 200 A, Shawnee Mission, Kansas 66205; J. Vincent Leonhard, vocational coordinator, Kansas State Prison, P. O. Box 2, Lansing, Kansas 66043; Lawrence M. Aber, director of vocational training, Missouri Department of Corrections, Jefferson City, Missouri.

For information on the college-level individualized instruction using a computer console, contact Dr. David Hentzel, director of LEAA programs, University of Missouri at Rolla, Rolla, Missouri.

Summary: RCA computers division initiated training programs at the state prisons of Missouri and Kansas. When UNIVAC took over RCA, it assumed responsibility for providing periodic instruction and supplying some materials. IBM organized a training program at MSP, and provides some services at KSP. A UNIVAC spokesman says the company is ready to initiate similar programs in almost any correctional institution. The programs at Missouri and Kansas State Penitentiaries operate at almost no cost to the institutions. Classes are small. Placement averages about 50 percent. Recidivism of graduates is low. The programs are unusually long, since employment in computer programming or systems analysis often is available only to those who have two or more years of experience. Training is relatively brief, followed by indefinite periods of working for various state departments preparing programs. Students say the training is not entirely realistic, since some trainees have never seen a computer.

Teaching and learning methods: At the Missouri Penitentiary inmates serve as instructors after they are themselves trained by UNIVAC. At the Kansas State Prison UNIVAC and IBM send instructors on a regular basis to teach basic skills and supplement initial training. Instruction is offered in Basic Assembly Language, IBM 1401 SPS Programming, UNIVAC Series 70 COBOL, UNIVAC 70 BAL, IBM 360 COBOL, and IBM 360 BAL. Prison administrators sometimes seem to be uncomfortable with the fact that formal instruction is seldom going on in the programming class. A UNIVAC spokesman explains that formal instruction takes relatively little time, and that the most important aspect of the class is the practical experience in preparing programs. If frequent formal instruction sessions were held with new groups of students in each, there would soon be far more trainees than could be kept busy with practical work, he says.

At the Missouri State Penitentiary, trainees are paid up to $40 per month by state agencies. Since the institution is located in the state capital, trainees are able to visit the computer room of the state department of revenue for orientation. Occasionally, a trainee qualifies to leave the institution during the day to work in a state agency. At the Kansas State Prison, located more than 50 miles from the capital, trainees send and receive programs by couriers, who are sometimes state highway patrolmen.

Implementation requirements and costs: Capital outlay should be minimal. The institution need provide only a desk and chair for each student. The director of vocational training or other regular prison employee may spend a small percentage of his or her time coordinating the delivery of the computer programs. The course seems especially suited to the needs of inmates with long sentences.

UNIVAC will provide all training services at no cost. IBM also offers some training free. Other computer companies may be willing to make similar arrangements. State agencies view the training program as an opportunity to contract for badly needed programming services at a low cost. Some states may have laws which prohibit such arrangements.

A UNIVAC official says trainees who have three to four years of practical experience while imprisoned should have no difficulty finding jobs. Placement is frequently with state agencies. Some trainees become indispensable to state agencies because of their role in writing various programs.

Student selection methods: Enrollment is limited to about 10, since work would not be available for more. At the Kansas State Penitentiary, enrollment is extremely selective and admission to the program carries considerable prestige within the institution. To qualify, students must have an I.Q. score of at least 115, a good conduct record, and a high score on aptitude examinations administered by UNIVAC.

Course administration: The departments of corrections in the respective states have full authority in course operations. The computer companies determine training curriculum and assign instructors. Vocational education supervisors are responsible for coordinating programming services for state agencies.

2

Evaluation: The coordinator of vocational training at the Kansas State Prison reported in 1972 that seven of 17 graduates had been placed in jobs directly related to the skills taught. Most go to work for state agencies. One five-timer at KSP became director of programming for a state agency. Only one graduate had returned to prison. The figures were based on information supplied by the parole authorities and from voluntary contact from graduates.

At the Missouri State Penitentiary the state department of corrections reported in 1973 that 15 of 25 graduates had been employed in computer jobs. Two had returned to prison, and no information was available on eight others. Two graduates became data processing managers.

Evaluation by trainees: In a group interview, trainees at KSP agreed that the program does not provide adequate practical experience. Prison administrators were not present during the interview.

The trainees said they receive a programming assignment from the state, divide it among themselves, and complete it quickly. "Then we sit around for three weeks doing nothing," one man complained. The lack of work sometimes results in forgetting parts of the necessary computer language, another said. They also said the program would be improved if regular, full-time instructors were assigned, and if they could have opportunities to see and work directly with the computers they are programming.

The trainees were not optimistic about their chances of getting related jobs upon release. Connections with an employer are necessary, they agreed. They said only a few trainees are able to build up a relationship with an agency that will result in a job. Others, they said, must take factory jobs or other employment that is not related to the training.

The KSP vocational education director agreed that the state does not yet supply enough work for the convicts. The problem is caused in part by the tendency of the trainees to complete programs much faster than regular state employees, the director said.

At the Missouri State Penitentiary, an administrator reports that plenty of state work is available to keep trainees busy.

Supplementary services: At MSP, a state university offers periodic individualized instruction through a computer terminal console installed at the prison. The college-level instruction is funded by the Law Enforcement Assistance Administration.

History and development: Programs at both institutions were started by M. H. Mulkey, a branch sales manager for UNIVAC. IBM is involved in the programs on a more limited basis. Some sources say the computer companies are interested in teaching convicts to program their equipment so that the state will do more business with the companies. Mulkey says that this is not the case, and that the training is simply a logical extension of the other training programs offered by UNIVAC.

In explaining how the computer training got started at the Missouri State Prison, the vocational education supervisor recalls: "IBM first became involved with this program because it was pointed out to them that they trained programmers for their customers, and the State of Missouri was a customer. By a little stretch of the imagination, inmates became employees of the state, and the St. Louis office bought the idea and permitted the Jefferson City office to conduct training programs within the confines of the penitentiary. One of the early classes included both inmates and civilians who were employees of other state departments. RCA (now UNIVAC) did not become involved until later, and it was after they won a contract in competition with IBM in the Revenue Department."

The MSP program was started in 1964, and the KSP program in 1969.

SUMMARY OUTLINE

Program title: Vocational and Inservice Training at the Illinois Industrial School for Boys

Special features: Trade school contractor. Inservice training for vocational instructors. Motivation techniques, token rewards, low reading level materials.

Job skills taught: Basic skills in air conditioning, refrigeration, and heating.

Length of course: Prisoners: Three and one-half months. Teachers: 22 sessions staggered over a year.

Number of trainees: Prisoners: 15 per class. Teachers: Nine in inservice training. About 60 students are trained per year.

Administration: Coyne American Institute supplies instructors, equipment, books, and placement services. Illinois Industrial School supplies space.

Staff requirements: One instructor for each inmate class.

Cost and funding summary: $29,995 per year for total program.

Descriptive materials: Contact Coyne American Institute, 1135 West Fullerton Avenue, Chicago, Illinois.

Location: Illinois Industrial School for Boys, P.O. Box 38, Sheridan, Illinois 60551.

Contact: Neal McDonald, director of education, Illinois Industrial School, or. H. H. Katz, director, Coyne American Institute.

Summary: The Illinois Industrial School for Boys has contracted with Coyne American Institute, a private trade school, for vocational instruction for inmates and inservice training for vocational teachers. Teaching materials, equipment, staff, and placement provisions are part of the contract. Prisoners are given instruction in air conditioning, refrigeration, and heating. Teachers are given inservice instruction in motivating students and developing teaching materials. A Coyne American representative claims that all graduates are placed in related jobs.

Teaching and learning methods: Coyne American uses techniques developed over its nine years as a Job Corps training contractor. Literacy training in math and language is combined with vocational skill development at points of vocational application. Large-print materials and skill station-type kits are used for inmate instruction. Trainees receive about one and a half months of intensive training in heating, refrigeration, and air conditioning systems of the school and other area correctional institutions.

All vocational teachers at the institution receive inservice training as a part of the program. The teacher training takes place in 22 full day sessions conducted by Coyne Director H.H. Katz and other staff members. Almost all of the inservice training is offered in regular classes, with instructors observing Coyne personnel. Vocational teachers are also taught to develop professional files and to use offset printing facilities at the institution in order to develop their own teaching materials.

A textbook developed by Coyne and available from the Government Printing Office, Motivation and the Disadvantaged Trainee -- a Manual for Instructors, is used in the inservice training program.

Implementation requirements and costs: Katz says he is having difficulty recruiting staff members who are fully qualified to offer this sort of program to correctional institutions. For that reason, the Coyne director says there may be some difficulties in arranging contracts with other institutions. Coyne services are offered on a smaller scale to several prisons, and some materials are available for purchase. The Illinois Industrial School for Boys appropriates $29,000 for the total Coyne program and apparently saves almost that much by having course trainees perform institutional maintenance.

Student selection: For the air conditioning and heating class, students should demonstrate a fourth to fifth grade reading level. The director of education at the school makes the final student selections.

Course administration: Coyne American provides the instructors, learning materials, and equipment for the air conditioning and heating class and the inservice training. The Illinois Department of Corrections funds the program.

Staff: Coyne American rotates instructors from its sizeable Chicago staff.

Evaluation: A six-member placement staff at Coyne has, according to Katz, been able to find jobs for all graduates. A follow-up program begun in July, 1973 will contact each graduate at 30-day, 60-day and six month points after release.

Supplementary services: Job development and placement personnel at Coyne American work with each contracted course instructor. According to Katz, at least 10 employers in each trainee's home town are contacted and interviews arranged.

SUMMARY OUTLINE

Program title: Volkswagen Training Program

Special Features: Industry cooperation.

Job skills taught: Entry level VW mechanic.

Length of course: 560 hours.

Number of trainees: June, 1973 enrollment: 3; maximum enrollment: 4.

Administration: Department of corrections.

Staff requirements: One teacher -- also teaches domestic auto mechanics course.

Cost and funding summary: Institution costs are part of total auto mechanics program. Most equipment for VW course donated by Volkswagen.

Descriptive and curriculum materials: Short course outline available from the vocational supervisor.

Location: California Correctional Institution, Techachapi.

Contact: Albert F. Paget, Jr., supervisor of education, California Correctional Institution, Box 1031, Tehachapi, California 93561.

Summary: Individual Volkswagen dealerships have provided support and equipment for this VW mechanic training course offered inside the walls. The vocational supervisor notes that training is the same as that offered in community VW schools. Of the 22 men who have graduated from the course since it began in 1966, 13 have been placed in VW dealerships.

Teaching and learning methods: The instructor of the prison's domestic auto mechanics training course selects exceptional graduates of that course for specialized training as Volkswagen mechanics. Both courses are taught in the same shop area. Individual assignments are made for the VW trainees. The number of trainees may vary from one to four. Standards for training are determined by training offered in similar schools outside.

Implementation requirements and costs: The vocational supervisor estimates that it would cost about $50,000 to set up a similar fully equipped course for 20 students. Most equipment, including four operating VW's, was donated by Volkswagen dealers.

Implementation of any similar course in foreign car repair would require the cooperation of local dealers. In this institution, the instructor visits the dealers once a month to keep dealers informed and to get or keep them interested in the course and its graduates. The vocational supervisor says that the first step in setting up a similar program is to find one key man in a foreign car company. He emphasized that it's not always easy to get cooperation. The institution has been trying for three years to implement a similar program with another foreign car company. "We keep trying," he said. The instructor attends the company schools for training.

Student selection methods: For a student to enter the Volkswagen program he must complete high school and at least 1,200 hours of the domestic auto mechanics course offered at the institution. If he has exceptional work habits, attitude and ability, the instructor may select him to enter the VW program.

Course administration: The program is run directly by the department of corrections. Volkswagen sets the training school standards. Individual dealers have donated equipment and vehicles for the course.

Staff: The domestic auto mechanics course instructor also teaches the VW course.

Evaluation: Twenty-two students have graduated from the course since it began in 1966. Thirteen of the students have been placed in VW dealerships. There is no information on eight students; one student was placed in another trade area.

Supplementary services: The instructor is instrumental in finding jobs for graduates with local dealers. Some dealerships have called the institution to request employees. Dealers have helped graduates they have hired by finding them housing and supplying them with hand tools and further training.

SUMMARY OUTLINE

Program title: Xerox Technical Representative Training

Special features: Small classes, industry cooperation, guaranteed job placement.

Job skills taught: Basic electronic and mechanical skills related to repair of machines manufactured by Xerox.

Length of course: Usually six hours per day for five months.

Number of trainees: Three trained in first three years. Trainees selected only when Xerox locates a job opening.

Administration: Under authority of department of corrections.

Staff requirements: One part-time instructor selected from the staff of the institution's vocational training program and trained by Xerox.

Cost and funding: About $1,500 per year for share of instructor's salary. Most materials supplied by Xerox.

Descriptive and curriculum materials available: Contacts supply information on an individual request basis.

Location: Oregon State Penitentiary.

Contact: R.A. Fastman, Vocational Director, Oregon State Penitentiary, Salem, Oregon 97310, or Ron Christopherson, Xerox Corporation, 10225 S.W. Parkway, Portland, Oregon 97225.

Summary: Selected students take a Xerox Corporation training course qualifying them for jobs as Xerox Technical Representatives Level I. Xerox trains the instructor, a prison employee, and interviews and tests potential students. When a trainee is accepted into the program he is guaranteed a job from Xerox upon release. Because of a lack of job openings in Oregon, only three students went through the program during its first three years of operation.

Teaching and Learning Methods: The majority of class time is spent on lecture and demonstration, followed by practice on the machines in the shop area. About 20 percent of class time is spent with training manuals and written exercises.

Trainees also receive the Xerox course in customer relations. A Xerox official comes to the institution to conduct the course, usually with other trainees from the outside.

After training, students are hired and sent to a Xerox refurbishing center. For those trainees not yet on parole, a work-release arrangement is secured and the student resides in a work-release center. Trainees are sent to the refurbishing center to provide experience in a working atmosphere with other employees. Trainees receive full pay at the center, usually stay six months, and then leave for their regular job as a field technical representative.

The course is similar to the one used by Xerox with trainees not institutionalized. The Technical Representative job is classified in four levels. The entry level Technical Representative I course trains students in basic electronic and mechanical skills while teaching them to repair the basic line of machines manufactured by Xerox.

Implementation requirements and costs: This is a low cost program for the institution. Implementation and yearly costs average $1,500, the majority of this amount spent on one instructor's part-time salary and the remainder spent on paper for use with the machines. The only implementation cost incurred by the institution was travel and per diem expenses for the instructor when he was sent to Los Angeles for training by Xerox. Xerox furnishes all machines, training manuals, and related learning aids.

Eighty percent of the program takes place in a 1,550 square-foot shop area. The remainder is spent in classroom instruction.

Student selection methods: Students are recruited from the vocational electronics course offered at the institution. Openings occur only when Xerox can locate a job opening for the trainee. Students applying for the course must be within one year of parole or work release. Potential trainees undergo the same interviewing procedure Xerox uses with employees outside the institution; they meet with Xerox officials who administer mechanical and electronic aptitude tests. Often this requires three to five interviews.

Once selected, the trainee attends class six hours a day for approximately five months; this time may be shortened if the instructor believes the trainee has mastered the necessary skills.

Course administration: The course is under the direct supervision of the penitentiary administration. The penitentiary supplies the trainees, instructor, and shop space. A Xerox field office in Salem furnishes the training of the instructor, training aids, and selects the trainees. Xerox finds and guarantees each trainee a job upon release.

Staff: The program instructor devotes part-time to the course. He is the full-time electronics instructor and is required by the state to have five years experience in his field.

Evaluation: No objective evaluation has been conducted. Xerox will probably conduct some sort of evaluation as more trainees complete the program. Close contact is maintained between institution, Xerox, and the trainee as the vocational director believes "only by watching the trainees can you evaluate the course--they are the final evaluators." So far three men have completed the course; the first to finish has been working successfully since July, 1972.

Xerox secures jobs before accepting trainees into the program. Job selection so far has been limited to Oregon and Washington. With few openings each training class has served only one or two students.

Supplementary services: A course in social skills training titled "Succeeding in Work and Society"is required of all inmates. This course offers instruction in money management, job choices, self-understanding, employer-employee relations, hygiene, credit and banking, and legal services.

History and development: The idea for the program came from a local Xerox field technical representative who was at the institution servicing a machine. He felt that inmates could be trained as he was, and presented the idea to his supervisors. Negotiations were then begun between the penitentiary and Xerox. One year later, in June of 1971, the program accepted its frist trainee. Future plans call for placement of trainees in California, where more jobs are available. The Xerox representative who administers the Oregon program, Ron Christopherson, says this may be difficult since the major strength of the program is local support and participation. He says he hopes that California institutions will initiate similar programs.

CHAPTER THREE

TRADE UNION
COOPERATIVE PROGRAMS

SUMMARY OUTLINE

Program title: Apprentice Machine Shop

Special features: Fully accredited apprenticeship program.

Job skills taught: Machine operator (lathe, milling machine, drill press, surface grinder). Journeyman machinist, tool crib attendant, maintenance mechanic.

Length of course: 8,000 hours. Short term, pre-apprentice program, 3,000 hours.

Number of trainees: 15 per class.

Administration: A regular vocational offering of prison education department. Training requirements set by state department of apprenticeship standards.

Staff: One instructor.

Cost and funding summary: Estimated at $1,475 per student, per year. Funds from institution budget. Annual operating costs are about $18,000.

Descriptive and curriculum materials available: Curriculum outlines are distributed by the California Department of Corrections, 714 P Street, Sacramento, California 95814.

Location: California State Prison at San Quentin.

Contact: Ernest H. Bradford, instructor, California State Prison at San Quentin, San Quentin, California 94964.

Summary: Students who complete this program are issued journeyman apprenticeship certificates and are eligible for admission to all machinist unions. The course is fully accredited by the state department of apprenticeship standards and is constantly monitored by a joint apprenticeship committee. The instructor estimates that 80 percent of the recent graduates are employed in jobs related to the training.

Teaching and learning methods: Students spend about 10 percent of their time in traditional classroom sessions, with most other training time devoted to practice in the shop area. The last year of the program involves institutional maintenance projects. Most students leave the institution before completing the full 8000 hours. Many continue apprenticeship training outside.

Implementation requirements and costs: A 10,000 square foot shop area equipped with a shaper, radial drill, four lathes, two milling machines, and four engine lathes is required for this program. Many prisons, if similarly equipped, would be able to implement an apprenticeship program by meeting the standards of the state agency empowered to accredit such programs. Most of the equipment in this shop was manufactured around 1950, but the instructor says students adapt quickly to more modern machinery. "A lathe is a lathe; they may put the handle in a different place, but it's still a lathe," he insists. Used equipment is purchased to cut costs.

Advantages to apprenticeship programs include trade union cooperation and more effective job placement of graduates. Apprenticeship standards vary from trade to trade; some skills would not involve the lengthy training period required for this course.

Student selection methods: Prospective students go through the normal prison classification and screening procedures. The instructor makes the final decision. He says he prefers average or above mechanical aptitude, an 8.5 grade level in math, and a 7.5 grade level in reading comprehension. A background in blueprint reading and mechanical drawing is desirable. Students are enrolled for 90-day trial periods during which the instructor evaluates mechanical ability and initiative.

Course administration: The program is a regular offering of the education department of the prison. A joint apprenticeship committee, made up of equal numbers of representatives from unions and management, meets every three months and acts as a watchdog advisory group, making sure the instructor is offering training relevant to the job skills currently required. The California Department of Apprenticeship Standards monitors the course and issues journeyman machinist certificates to graduates.

Staff: The instructor holds the same journeyman apprenticeship certificate that is issued to course graduates and a state teaching credential.

Evaluation: According to records kept by the instructor, 80 percent of recent graduates are on the job in related trades. He estimates the recidivism rate for course graduates at 20 to 30 percent, and says the figures have fluctuated over the years depending on the job market in California.

SUMMARY OUTLINE

Program title: Dental Laboratory Technical Training

Special features: State industry with apprenticeship status.

Job skills taught: Construction of dental prostheses.

Length of course: Two years inside the institution; three years for certification.

Number of trainees: 25 per class; 55 have been trained during five years of operation.

Administration: The director of dentistry for state institutions serves as administrator and technical advisor.

Staff requirements: Two full time certificated dental technologists.

Cost and funding: Funding is provided by the State Department of Purchase and Property on a revolving basis. $45,000 a year covers salaries and supplies. Implementation cost in 1968 was $75,000.

Curriculum materials: Dental Laboratory Specialist, Course Number 982X0, Department of the Air Force, Sheppard Air Force Base, Texas 76311.

Location: New Jersey State Prison at Rahway.

Contact: Dr. Robert Fischer, Director of Dentistry, Division of Mental Retardation Building, 169 West Hanover Street, Trenton, New Jersey 08625; Anthony A. Belviso, Chief Dental Laboratory Technologist, New Jersey State Prison, Lock Bag R, Rahway, New Jersey 07065.

Summary: A two-year hands-on training program reinforced with a formal Air Force instructional system allows trainees to learn entry level skills in a secure employment field. While providing a service to state institutions, trainees gain a specialized skill which can be applied toward national apprenticeship standards.

Teaching and learning methods: Eighty to ninety percent of the training takes place in the laboratory. Trainees begin with a dentist's prescription and learn to complete the order in a carefully supervised training program. Class time is spent in demonstration and discussion of each phase of work. Any student who has difficulty is given individual assistance from the instructors, who are available on a twelve to one ratio.

Implementation requirements and costs: Although the raw materials used in dental appliances may change, the machines remain basically the same. In order to serve 25 trainees, the shop area (800 sq. feet) includes 20 Baldor lathes ($95 each), a grinding machine ($120), a polishing lathe ($650), a curing machine ($750), and a suction unit ($1,500). State standards could not be met without a suction unit, which protects workers from getting the porcelain or plaster dust into their lungs.

Student selection methods: Screening of trainees for this course takes place on the job. The institution's classification committee does the initial screening but the successful trainee has to demonstrate a high degree of manual dexterity, reading ability at the eighth grade level, and above all, patience for detail. If an enrollee has not completed high school, he is required to study for the GED at night so that he can qualify as an apprentice.

Evaluation: The objectives of this course are two-fold. 1,300 dentures were supplied last year to residents of state institutions at minimal cost, and the second goal, job placement for the ex-offender, has also been realized. Since the program has been in operation, 19 of 23 men trained have secured positions in jobs related to their training. Although certification requires three years of training, many of the trainees have found entry level jobs which allow them to continue their apprenticeship after leaving the institution. Only five percent of those who enrolled have dropped out, for lack of mechanical ability, according to the instructors.

Dr. Fischer suggests that there has been a feeling of competition from dental laboratories in the private sector who are losing potential state business. Expanded opportunities for vocational training within the prison and work release programs have made this course less appealing to inmates, he admits. Due to shorter sentences, trainees are often not able to complete the training, motivational pay is low, and salaries on the outside do not look inviting to many offenders. However, in New Jersey, Bergen Drug and Healthco, among others, are employers of 150-200 technicians and the rise of this multi-million dollar industry on the stock market gives the impression of an expanding field of service.

Supplementary services: Several dental supply companies come into the prison to offer demonstrations of new products and discuss employment opportunities with trainees.

Future plans: It is the hope of the instructors to expand the program to serve 50 students at one time.

SUMMARY OUTLINE

Program title: Institutional Training Project

Special features: Industrial union support. Model Cities funds.

Job skills taught: Shipyard welding skills, diesel preventive maintenance mechanics, pipefitting, and carpentry.

Length of course: Six hours per day for 12 weeks.

Number of trainees: 12 per class. 550 have completed training.

Administration: Operating with Model Cities funds, the project is run solely by the Institutional Training Project under contract with the City of Baltimore.

Staff: One instructor per class. In mid-1973 there were six classes operating.

Cost and funding summary: Yearly Model Cities (HEW) grants have been running approximately $480,000.

Descriptive materials: Summaries available from project. Director interested in discussing transportability.

Location: Project offices are located at 305 West Monument Street, Baltimore, Maryland 21201. Classes are conducted at Maryland Correctional Training Center, Hagerstown; Women's House of Correction, Jessup; and Men's House of Correction, Jessup.

Contact: C. Noell Damron, project director, 305 West Monument Street, Baltimore, Maryland 21201.

Summary: In the spring of 1971 two Baltimore men, one a Model Cities coordinator and the other a local union representative, proposed that Model City residents incarcerated in Maryland prisons be trained by union instructors for union jobs. The men went to the president of the Metropolitan Baltimore Council AFL-CIO Unions for support, and in November 1971 the mayor of Baltimore approved the allocation of Model Cities funds for the project.

Since that time, the Institutional Training Project, operating under the sponsorship of the Metropolitan Baltimore Council AFL-CIO, has offered classes in three Maryland prisons in welding, pipefitting, diesel mechanics, and carpentry. Instructors are selected from local companies, approved by project and union officials, and work on a six-month leave of absence from their unions.

Before applying for Model Cities funds, the initiators of the project surveyed the Baltimore area industries to determine citywide job needs. This initial contact with local companies is partly responsible for the success of the program. A working relationship with five large steel and shipbuilding firms developed. These firms not only donated initial equipment and continue to loan needed supplies, but remain in constant contact with the project job placement staff to help place the inmates in training-related jobs.

In mid-1973 project training programs were operating in three state institutions: welding, pipefitting, and diesel mechanics at Maryland Correctional Training Center (MCTC) in Hagerstown, welding at the Women's House of Correction at Jessup, and shipfitting and carpentry at the Men's

House of Correction, also at Jessup. Since its inception in 1971, the project has trained 550 people and placed a total of 390.

Teaching and learning methods: Trainees attend class for six hours each day for 12 weeks. The 360 hours of instruction involves approximately 90 hours of theory, or class instruction, and 270 hours of practical shop work.

Student selection methods: Students must be residents of the Model Cities neighborhood of Baltimore and be within 10 months of work release eligibility or parole. Potential trainees are first screened by their institutions, then by project counselors, and final approval is made by course instructors.

Course administration: Courses are administered by the project, under contract with the City of Baltimore. Baltimore receives the funds for the project from the Model Cities Program, Department of Housing and Urban Development (HUD). The Metropolitan Baltimore Council AFL-CIO unions sponsor the project. While sponsorship involves no monetary support, the backing is essential. Because of the sponsorship the large industrial companies in the area know of the project and are more easily approached by project job placement staff seeking employment for graduates. Sponsorship also lessens the problem of securing qualified instructors. Both companies and unions must approve the instructors' leaves of absence.

Staff: Instructors are recommended by the five local industrial companies that work on a regular basis with the project. There are no special requirements for instructors, although they are generally well known and respected within their companies and unions. Project officials approve all instructors.

Evaluation: Annual reports from HUD and the mayor's manpower committee have been favorable, and have recommended continuation of the program. The project director reports that the total recidivism rate for the project has been 14 percent. His job placement staff has kept up-to-date records on the project trainees and reports the following: The project has helped 390 of the 550 trainees secure employment in the Baltimore area. Of the remaining 160, 92 were still in prison in mid-1973. Most had jobs waiting. According to the director, the other 60-odd trainees were either unprepared for jobs for various reasons (personal or not sufficiently trained) or had lost contact with the project.

Supplementary services: The project's job placement staff continually negotiates with the participating companies to fill job openings with project-trained personnel. The staff makes recommendations and arranges for interviews. City-wide job needs are constantly surveyed by the placement staff so that project courses reflect current demands.

Future plans: Funds are committed through July 1974. Because there was no major increase in the grant, the project will operate the same courses as long as the Baltimore work demand indicates the need.

In addition to the prison training programs, the project has contracted to train Model City residents as dental technicians. These trainees are Baltimore residents who have been incarcerated or who are under employed. A local dentist has established a clinic next to his offices and is supervising the instruction.

SUMMARY OUTLINE

Program title: Pre-Apprenticeship Training

Special features: Formal standardized approach; apprenticeship card earned allows transfer to continued training in outside work environments.

Job skills taught: Auto mechanics, auto body repair, dry cleaning, food service.

Length of course: Total length of apprenticeship training is four years for automotive mechanic, three years for auto body, food service, and dry cleaning. Since the average stay for men in this correctional facility is 10 months, the training must be completed on the outside.

Number of trainees: 132 enrolled during the first three years. Current enrollment is 12 in each of the four classes.

Administration: Dr. Daniel Sullivan, superintendent of schools, New Jersey Department of Institutions and Agencies.

Staff requirements: Five instructors, one part-time.

Cost and funding: $9,200 for salaries and supplies not covered by the regular vocational shop budget has been added by the state school district. $32,000 was invested in equipment to implement the program.

Descriptive materials available: The standards of apprenticeship for the state of New Jersey as established by the Multi-Trades Apprenticeship and Training Committee at the beginning of this program are available from the education director.

Location: Youth Reception and Correction Center, Yardville, New Jersey.

Contact: Donald D. Zelinski, director of education; James V. Tanzillo, vocational supervisor, Youth Reception and Correction Center, P.O. Box 1, Yardville, New Jersey 08620.

Summary: Educational standards for acceptance into this highly structured program were relaxed so that men without high school certification could enroll. Even though average residence in this medium security center is 10 months, trainees can earn an apprenticeship card after 750 hours of hands-on training and 144 hours of related instruction, allowing them access to continued training on a job outside the institution. Job placement has been supported by New Jersey Auto Dealers Association members who have been actively involved in recruiting jobs for trainees.

Teaching and learning methods: Formal apprenticeship training is a full time commitment. Each man who is accepted receives six hours of hands-on training each day as well as six hours a week of related instruction, covering such areas as academic math, English, social skills, and orientation to the world of work. He may earn a certificate of achievement after 350 hours of training, or an apprenticeship card, his ticket to employment and further training, after 750 hours of hands-on training and 144 hours of related instruction.

The training is divided into three task units. Students can be continuously enrolled in these units, four at a time, and are tested according to standards established by the Federal Bureau of Apprenticeship Training before they can proceed to the next unit. Teachers may use their own tests to evaluate the direction of the program. Although teaching is usually done through lecture and demonstration, methods vary. Inmates are sometimes used as teacher aides. Student attitudes determine the pace of the program.

A typical lesson in the auto mechanics course might deal with wheel balancing, the objective being to teach the student how to distinguish between "static" and "dynamic" balance and to understand the appropriate tools. The parts of a wheel balancing machine and the preparation of the wheel for balancing will be explained. Students will be asked to prepare and balance wheels and interpret how to tell if a wheel needs balancing. Texts published by Beeler, Chilton, Bruce, Glenn Cowles, Goodheart Willcox, and McGraw Hill are used in this course.

A monthly subscription, Motor's Estimating Guide, is purchased from Hearst Publications for the auto body repair course. Texts published by McFarland and Goodheart Willcox are used. For the dry cleaning course National Institute of Dry Cleaning curriculum materials are used.

Trainees who have completed their course work and have less than six months time to serve may be eligible for work release. Most of these have been placed in restaurants, meat packing plants, and state jobs..

Implementation requirements and costs: As a pilot program of the department of corrections, the apprenticeship training made full use of the new well-equipped vocational shops at Yardville, but transforming regular work assignments to apprenticeship standards was not simple. In order to standardize procedures with those outside the institution, ground work was necessary with the area representative of the Federal Bureau of Apprenticeship Training and the state division of vocational education. A Multi-Trades Apprenticeship and Training Committee was drawn together to set policies which would assure that appropriate standards were established.

Once approved as a bona fide apprenticeship training program, approximately $40,000 was provided by state funds to meet the requirements of personnel and equipment. See the attached lists of equipment for the two automotive shops and the dry cleaning program.

Food services was the area most easily converted to apprenticeship training. The kitchen was already geared to preparation of food for 500 residents.

Student selection methods: To match the requirements of apprenticeship standards with the realistic capabilities of the Yardville population, many of whom were school drop-outs, the following criteria were used for admittance into the program:

1. Sixth grade score, or better, on the Stanford Achievement Test.
2. A psychological evaluation.
3. Recommendation regarding personal adjustment from teachers.
4. Medical evaluation.
5. Personal interview to determine applicant's desire for the training.

If the applicant qualified and was accepted into a particular trade training, his first 500 hours were probationary. According to an agreement with the Joint Apprenticeship Committee, "If an apprentice fails to apply himself, seems unable to or unwilling to adapt himself to the trade conditions, or is otherwise found to be unsuited to the trade, he shall be dropped from apprenticeship before the expiration of the probationary period." The average drop-out rate, according to education director Zelinski, has been 10 percent.

Course administration: Final responsibility and authority for the administration of this program rests with the superintendent of the state's correctional school district. Guidelines are established through national apprenticeship standards.

Staff: The vocational supervisor of Yardville was designated the local coordinator and with the vocational staff is responsible for announcing openings, reviewing applications, ranking those who qualify, evaluating apprentices, and submitting regular progress reports to the superintendent. Each of the teachers is not only certified but has years of experience with his trade and informally can provide contacts with prospective employers.

Evaluation: Although no formal evaluation has taken place, Yardville staff are in the process of assembling their own research data and expect to have more specific reports on their apprentices later in 1973. Informal conclusions are:

1. Students formulate more positive career goals when they participate in this type of training.
2. A backlog of applicants waiting for enrollment opportunities indicates respect for the training within the institution.
3. Students prefer the separation of the hands-on experience of the vocational shops and the classroom training.
4. Students feel they have a more realistic employment opportunity in that the "card" is seen as a real help in getting into a work environment with good pay and faster promotions.

5. There is a need for more placement support and follow-up of graduates.
6. Experience to date suggests that a full-time vocational counselor should be allocated to the program and that small trade advisory groups in each skill area should meet on a regular bi-monthly basis to advise teachers in new trends in each field.

Most of the feedback comes from phone calls from graduates and letters from employers who have indicated they were pleased with the person they hired. There is no indication that trainees have had difficulty in finding employment in their area of training.

The Department of Health, Education, and Welfare cited Yardville's program in February 1971 as an outstanding comprehensive pre-apprenticeship training program.

History and development: Yardville Youth Reception and Correction Center, which opened in 1968, was considered an ideal location for establishing apprenticeship training, not only because of its modern facilities and on-going vocational programs in 10 skill areas, but because its younger population, aged 15-30, was looked upon as more likely to succeed. Planning is already underway to expand into several other skill areas--graphic arts, construction, and welding.

Equipment

Auto Mechanics	Model	Year	Cost
Allen - Tronic Scope	27-29J	1967	$1,300
John Beam Visubalance	300	1967	1,100
John Beam Front End Aligning Machine	130	1967	1,800
Allen Tack & Dwell Machine	27-48	1970	127
Barrett Brake Drum Lathe	B6C-2	1970	1,784
Allen Distributor Tester	E1416HD	1970	637
30-Ton Murphy Press	H30-JG-M20	1970	500
Weaver Headlight Adjuster	WX50	1970	206
May Tire Changer	N623	1970	397
Tru-Cut Armature Lathe	B15	1970	175
Jenny Steam Cleaner	760-OEP	1970	614
Black & Decker Valve Refacer	6305	1970	975
Auto Body			
DeVilbiss Spray Booth	DF561	1967	3,000
Binks Oven	M29-1444-3	1970	2,766
Korek Frame Machine	FM-10	1970	5,577
Electric Spot Welder	MA-3000	1970	441
Gas Welder	M72-004	1970	148
Dry Cleaning			
Dry Cleaning Unit	SM07	1959	16,000
Air Vacuum		1951	900
Ironing Board w/ Lowboy	OPB	1959	195
Finishing Board w/ Lowboy	OPB	1959	402

Spotting Board	A	1951	1,200
Form Finisher	P2	1961	556
Presser 42 Dry Cleaining	1AA-42	1960	1,000
50 lb. Washer Extractor	8-B1-17	1960	750
Solvo-Miser	SF124	1960	1,500
Dry Laundry	30BS	1969	750

SUMMARY OUTLINE

Program title: Transportation Opportunity Program, Inc. (TOP).

Special features: Labor union cooperation.

Job skills taught: Brakes and front-end alignment automotive skills.

Length of course: Self-pacing units of instruction; usually eight to 16 weeks.

Number of trainees: Eight per class.

Administration: TOP provides instructors, equipment, and transportation for trainees.

Staff requirements: Cooperative arrangments may vary. One instructor per class.

Cost and funding summary: Funds came from the U.S. Office of Education, Bureau of Adult Vocational and Technical Education. Cost information available on Chino trainees only. First eight weeks at $650 per man. Sixteen weeks at $1,690 per man.

Descriptive materials available: Final reports on the TOP programs available from the Manpower Administration, U.S. Department of Labor, Washington, D.C.

Location: Administrative offices are at 7777 Industry Avenue, Pico Rivera, California 90660.

Contact: Donald D. Sanburn, director, same address.

Summary: TOP, or Transportation Opportunity Program, Inc., is a heavy-duty truck driver training program administered by the Teamsters Joint Council No. 42 of Southern California. The program trains unemployed persons meeting MDTA standards for entry-level jobs as heavy-duty truck drivers in the grocery, produce, and sand and gravel industries. TOP placement specialists work with trucking unions to secure positions for TOP-trained men. Significant breakthroughs have been achieved in hiring practices--six major transportation companies agreed to specific recommendations made by TOP officials, including the elimination of high school graduation requirements, substitution of TOP training for three to five years experience, and relaxed hiring policies for convicted felons.

In the early years of TOP, officials there became interested in setting up a training-release program in automotive skills for residents of the Chino Institution for Men in Chino, California. From April 1968 to August 1969 a total of 24 inmates from Chino were trained by TOP. Sixteen men from the Federal Prison at Terminal Island, California also were trained at TOP during this period.

Inter-agency conflicts between TOP and the prisons eventually resulted in the prison program being discontinued. A recent follow-up study of the Chino trainees indicates that out of 23 graduates, five have returned to prison, three are on parole, and a total of 15 have made "successful transitions to civilian life."

Despite the cancellation of the Chino and Terminal Island programs, TOP staff members remain convinced that similar training programs operating under different conditions (where training agency and prison agree on procedure) can be successful.

TOP is now a strictly heavy-duty truck driver training program operated through the Manpower Development and Training Act (MDTA) in the state of California. All funding is expected to cease in September 1973.

Teaching and learning methods: In early years TOP had three training components: automotive, truck driving, and driver education. The training-release programs for inmates offered instruction in brake and front-end alignment.

At first each class of eight men met as a group with one instructor; later the classes were divided. Two inmates each were incorporated into four existing TOP training classes in brake and front-end alignment. The curriculum involved a series of self pacing units where students worked on actual vehicles or mock-ups, in addition to some written instruction in basic and remedial education.

Implementation requirements and costs: The programs were fully funded through Bureau of Adult Vocational and Technical Education (BAVTE) grants. The second and third classes from Chino received weekly $50 stipends. Five dollars was allotted for lunch; the remaining $45 was put into a holding account given the trainees upon graduation to help them purchase necessary job-related tools and materials. The stipend money was arranged through a juggling of funds that was approved by BAVTE. TOP also provided a car to transport the trainees to and from the prison.

Problems occurred immediately after the program was started. In the Chino program, the major problem was securing immediate release upon training completion for all the TOP graduates. Prior to student selection, TOP had been assured that all trainees would be eligible for RUAP--Release Upon Approval of Parole. Two of the first eight trainees were refused RUAP.

Difficulties with the two classes from Terminal Island were of a different nature.

The officials at the federal prison complained of lack of discipline and supervision at the TOP training center and often released men before training was completed. Eventually the difficulties among TOP, prison officials, and parole authorities resulted in the termination of the entire program. Looking back on the experiences at these two institutions, TOP officials recommend a written agreement be entered into by the correctional institution, the parole board, and the manpower training program to ensure the immediate release of training graduates. A clear understanding of responsibility for prisoner conduct during training is also mandatory since TOP officials feel that trainees must identify with the training program, and because the TOP training-release programs indicated a reluctance on the part of the prisons to relinquish control, TOP recommends that vocational training programs be conducted within the prison itself rather than at outside training centers.

Student selection methods: The only TOP-imposed requirement for admission to the program was that a trainee be within four months of a parole date. In each case, the institution selected the trainees, choosing men who indicated an interest in the program and who had records of good behavior.

Course administration: TOP administered the funds (provided by BAVTE), the instructors, the job placement services, and transportation. Chino and Terminal Island provided the trainees.

Staff: There are ten full-time staff members of TOP including the program director and truck driving supervisor, instructors, mechanics, and secretary. Each prison training class had one instructor, selected primarily on the basis of experience in the field.

Evaluation: Data is available on the Chino graduates only. A California Department of Corrections survey done in 1973 on the 23 graduates indicated five are back in prison, three are still on parole, and 15 have remained on the streets. While the TOP director estimates that more than 90 percent of the men secured training-related jobs, this survey did not include figures on job retention.

Supplementary services: To locate job openings for graduates, job placement officers from TOP spoke with managers of large tire-rubber companies in the Los Angeles area and with members of the local Teamsters Union. In most cases, the director reports, the trainees from the prisons obtained employment with TOP assistance.

"Crisis counseling" was also available to the trainees from both professional counselors and from the instructors. There was no established pattern for such counseling; it was available when needed.

CHAPTER FOUR

PROFESSIONAL AND PARAPROFESSIONAL PROGRAMS

SUMMARY OUTLINE

Program title: Animal Grooming

Special features: Industry cooperation.

Job skills taught: Dog groomer.

Length of course: 18 weeks.

Number of trainees: 12 per class. About 90 graduates in first two-and-a-half years.

Administration: Department of corrections.

Staff: One instructor.

Cost and funding summary: The instructor's salary is the only major expenditure. MDTA-initiated.

Descriptive and curriculum materials available: Curriculum guide available from California Department of Corrections, Education Division, 714 P Street, Sacramento, California 95814.

Location: California Institution for Men, Chino.

Contact: Ed Cross, instructor, or Irv Marks, deputy superintendent, California Institute for Men, 14901 Central Avenue, Chino, California 91710.

Summary: This course is what remains of a glamorous and well-known animal training and psychology program at Chino. The training and psychology aspects were eliminated when the chief instructor resigned. In the remaining part of the program, trainees learn to groom and clip dogs in preparation for what can be high-paying jobs in grooming shops. A large share of class time is devoted to hands-on experience clipping and grooming dogs belonging to prison personnel or loaned by area breeding kennels. The instructor says he is able to place almost all graduates who request assistance.

Teaching and learning methods: The course is divided into four 160-hour segments. Skills in each segment are demonstrated by the instructor, then practiced by the trainees. The first 160 hours are devoted to basic combing, bathing and brushing. In the next segment trainees learn care of face, feet, and tail. Next comes 160 hours of pattern work--learning basic and advanced clipping styles such as the "number seven blade kennel clip with bracelets" for poodles. In the final training segment, the student must demonstrate his ability to groom and clip what is referred to as "the complete dog." Trainees also study care and use of equipment, which includes sheers and scissors.

Implementation requirements and costs: Duplication of the animal grooming class would require minimal investment in equipment. Each student should be provided with a work table large enough to accommodate the animal being groomed. A storage area is required for animal cages. Cooperation of area kennels or dog breeders is important.

Initial funding came from MDTA, which granted about $60,000 per year for operation of the total animal training and psychology program.

Cost of operating the animal grooming class alone is considerably less, but prison officials say it would be difficult to offer a specific breakdown.

Administration: The course is a regular vocational offering of the prison education department.

Staff: The instructor, Ed Cross, was one of the first graduates of the animal training and psychology class. When released from custody, he returned to the prison to reach the grooming phase of the course.

Evaluation: According to records kept by the instructor, 93 students had graduated by mid-1973. Sixty had been placed in the field, 18 were attending colleges or vocational schools, and several of those were studying animal sciences. The instructor maintains contact with several grooming shops in California and says he is able to place most graduates who want to go into animal grooming. Starting salaries, the instructor reports, average $25 to $30 per day. Highly skilled operators can earn $40 to $60 per day. Opportunities for self employment are good.

History and development: The program was initiated in 1970 by Bob Jeffries, who had just completed an 18-month sentence at Chino. Emphasis under Jeffries was on animal training. At one point the training area looked like a small zoo, with cages and tanks occupied by seals, bears, dolphins, macaws, and a variety of other animals not native to the cattle-raising area where the prison is located. Jeffries left the program in 1972, and the course was then reorganized to include only dog grooming instruction.

Jeffries' resignation was apparently prompted in part by what the prison supervisor of education described as a conflict of interest. The instructor loaned animals which he owned to the institution for training.

After the animals were trained, they were worth several times what the instructor paid for them.

Prison administrators report that budget and planning problems made it difficult to obtain animals from other sources.

SUMMARY OUTLINE

Program title: Cooperative Education in Health Services

Special features: A state hospital, state college, and state correctional facility have joined together to provide prisoners with pre-release experience in self-responsibility and health services.

Job skills taught: The program is designed to qualify trainees for paraprofessional positions in mental health and counseling.

Length of course: 12-18 months.

Number of trainees: 15 are presently enrolled; 20 have graduated. The program capability is 30--15 in the non-educational and 15 in the educational component.

Administration: Medfield State Hospital, Massachusetts Correctional Institution at Norfolk.

Staff: Six -- a project director, associate director, guard, educational coordinator, educational counselor, and administrative assistant.

Cost and funding: Jointly funded by MDTA and LEAA through the department of corrections--$71,000 for one year from MDTA and $72,000 for nine months from the department of corrections.

Location: Medfield State Hospial, Medfield, Massachusetts.

Contact: Kenneth Abramson, Project Director, The Medfield-Norfolk Prison Project, Medfield State Hospital, Medfield, Massachusetts 02052.

Summary: A cooperative agreement among a state hospital for the mentally ill, a state college, and a state correctional facility enables this project to provide on-the-job and academic education in health service skills to prison inmates. As a pre-release transitional experience, prison inmates learn that they can help other institutionalized persons who, in turn, benefit from a special kind of understanding.

Teaching and learning methods: On-the-job training, formal academic courses, and group discussion are used in the program. If the course operates as intended the trainee will come to a new occupational awareness in the allied health fields, and will gain confidence in his own abilities to work with others and function in responsible and constructive ways.

Trainees wear civilian clothes, carry keys, and to all appearances are fully integrated with the hospital attendant staff. They do not, however, fill positions that might otherwise be vacant, and their help is considered to be an expansion of services to the hospital's patients. Graduates are not allowed to seek employment at the hospital following their training and are therefore not competition for permanent employees.

Trainees working under the supervision of a registered nurse assist patients in bathing, eating, recreation, and moving around the grounds. They help the rest of the hospital staff in emergency situations and act as co-leaders in group therapy sessions with patients.

Afternoon lectures and discussions are directed by both hospital and project staff and relate to the immediate needs of the trainees. The lectures are part of the hospital's psychiatric aides-in-training program and are attended by employees as well as by trainees.

Integration with the regular hospital staff is seen by the director to be essential to the resocialization of the trainee, and employees are encouraged to attend the evening courses offered by the state college on the grounds of the hospital. Those inmate students who have a high school diploma or its equivalency become eligible to receive 36 credit hours from Framingham State College and certification as a human service technician. Certification qualifies the individual to work in community-based correctional programs, elementary schools, community mental health centers, youth services and similar positions. The credits earned at the hospital may also be applied toward the 60 hours required for an associate degree at a community college or the student may continue on a four-year degree program at the college on a one-year conditional basis.

The clinical services curriculum offered by the state hospital to all psychiatric-aides-in-training is supervised by the assistant director of nurses and the coordinator of staff development programs. In addition to learning basic nursing skills and psychiatric nursing, trainees are provided 20 hours of course work on emotional development, 30 hours on human relations, 30 hours on family development, 10 hours on alcoholism and drug abuse, and 10 hours on nursing care of the geriatric patient.

Evening courses offered by Framingham State College include: study and reading skills, sociology, contemporary social problems, general psychology, child and adolescent psychology, communication skills, counseling, guidance, and an elective. Six credit hours are granted for work experience in addition to the 30 offered for completion of the academic courses.

Implementation requirements and costs: This project was initially funded with $50,000 for 15 months by the Federal Office of Economic Opportunity. $7,000 of this initial grant was committed to the academic program through a contract with the state college at Framingham. Inmates who participate in the educational part of the program are paid a stipend of $20 per week; those who are not taking college courses are paid $10 per week.

Project director Abramson admits that planning the program required careful negotiations with many levels of personnel over a two year period.

Student selection methods: Prospective trainees must be eligible, or made eligible by the Parole Board, for release within 18 months and are initially screened by a board of institutional, hospital and program staff. Sex and hard drug offenders are automatically excluded unless they have been cleared by prison psychiatrists.

During a five-day orientation period at the hospital applicants are introduced to trainees and to members of the hospital and project staff. Applicants also visit the various wards on which trainees work to get a clearer picture of what their responsibilities would be. Final selection depends on a total evaluation of the individual conducted by current trainees and project staff. The applicant's ability to handle the freedom and independence of the program is carefully considered.

The 15 men currently enrolled in the program are not eligible for work release and ordinarily would not work outside the walls. Instead, they are bussed to and from the state hospital under a special guard assigned to the project by the prison. Trainees arrive at the hospital at 9 A.M. and work on the wards until 2 P.M. A daily hour-long breakdown session provides an opportunity for group discussion, in-service training, and help with individual case loads. Academic courses are held between 6 and 9 P.M. two evenings a week.

Course administration: Ken Abramson, a former inmate with 18 years experience in prison, developed the project on the basis of his own participation in a similar program which he credits with having changed his life. He sees his credibility as an ex-convict to be essential to the close working relationship he shares with trainees. As project director, Abramson is responsible for the coordination of the program in relation to the hospital, prison, and college. The hospital's director of in-service education works closely with him and the college to evaluate and determine the direction for the academic program. Primary responsibility for the academic program, however, rests with the college.

Staff: In addition to coordination of the program the project director is responsible for supervision of trainees, selection of staff and trainees, and planning and proposal writing.

The associate director, Martin Feeney, is also an ex-convict and has 40 years experience in prison. Responsible for job development, placement, and community relations, he works closely with the department of corrections and the division of employment security.

The guard assigned to the project wears civilian clothes. He is paid by the prison and escorts trainees to and from the hospital. In addition to his responsibility for security, the present guard is considered a member of the staff. "We refer to ourselves as a team," he explained, "and nobody wants to ruin it for anyone else." He understands the problems of the nursing staff and can serve as buffer between the trainee and his ward supervisor. His Saturdays are often spent at the prison interviewing applicants for the project.

An educational coordinator, a counselor and an administrative assistant have recently been added to the staff under the new funding.

Evaluation: Each trainee is involved (as is any other hospital employee) in a bi-monthly evaluation which helps the trainee to determine how he stands in relation to other hospital workers and how he can become more closely integrated with the work of the hospital. Immediate feedback comes from daily breakdown sessions and these also provide an opportunity for the inmates to participate in the direction of the program.

Twenty men have completed the program during its two years of operation. None have returned to prison. One trainee who has been in prison 13 years has been awarded a full scholarship to study psychology at a local university. Another has been accepted into an 18-month training program for paramedics. Three are working in hospital-related jobs, one has become a counselor with Massachusetts Half-Way Houses, Inc., and another is with the state's Youth Service Board.

According to Project Director Abramson, the success of the program is not based on specific job training but rather on the resocialization and behavioral change that allows a man to relate to the world in a positive way once he gets out. In his relationship as helper to the adult who is mentally ill, the trainee is forced to re-evaluate his own experiences and use his memories to understand the problems of the patient. "You cannot attempt to help someoneelse over and over again and still have a negative self-concept. A positive self-concept is essential to success at any job," the director says.

Evaluation by trainees: All of the trainees interviewed were enthusiastic about the project. Most were planning to use their training and education when they were released. "You lose perspective in the can and have to keep a negative attitude in order to survive," said one trainee. "Working here at the hospital helps you to readjust. It gets you up to a good thinking level. Every problem I solve here is one I don't have to solve when I get out." Another trainee felt that the program was a success because it was run by convicts. "I figure that if they can make it, why can't I." Another commented: "I tend now to talk more when I return to the prison at night and I think I'm helping the guys inside."

Supplementary services: An advisory board, composed of representatives from the program, the hospital, the prison and the South Middlesex Opportunity Council (original OEO funding agency) meets once a month.

Volunteer groups: Two female graduate students in psychology run a series of discussion groups designed to help the men in the program relate to women as people. According to Abramson, most of the men in the program were imprisoned during their adolescent years. "It's very difficult to dispel the fantasies. Most of the men have absolutely no experience with women." The women openly discuss their feelings about relating to men on physical, social, and emotional levels.

Individual tutoring and counseling are provided by students from Framingham State College and open "rap" sessions occur weekly with students from Harvard's Phillips Brooks House. Community leaders in professions related to the training are invited to participate in the afternoon break-down sessions.

History and development: Ken Abramson began working on the proposal for the project before his release from prison. He sees that the two-year planning stage was essential for careful implementation but now that the project has been established, he would like to expand it to other correctional institutions. "I could now set up similar programs at other hospitals in a matter of months," he says.

SUMMARY OUTLINE

Program title: Deep Sea Diver Training

Special features: High job placement rate. Good starting salaries.

Job skills taught: General deep sea diving skills with special training in underwater welding, hard hat diving, underwater photography.

Length of course: 1,500 hours, 10 months.

Number of trainees: Average of about 20 students divided into two classes. 52 graduates placed since program started in late 1970.

Administration: Independent contractors offer the course under general supervision of prison staff.

Staff: Two full-time instructors. Frequent use of lecturers and consultants from the field.

Cost and funding summary: $85,632 initial MDTA funding. Yearly operating costs of about $62,000.

Descriptive and curriculum materials available: General information summary available from program director. Several magazine articles including "Diving School for Ex-Scoundrels" in Passages, January 1973, Air Publications, Inc., 420 Lexington Ave., New York, N.Y., 10017.

Location: California Institution for Men, Chino.

Contact: Robert D. Howard, project director, or Irv Marks, deputy superintendant, California Institution for Men, 14901 Central Avenue, Chino, California.

Summary: Two perfectionists with extensive experience in the diving field operate what is probably the best known prison vocational training program in the nation. Instructors claim the school is as good as, and probably better than any operating outside prison walls. Trainees are carefully selected and meticulously trained. Nearly all get and keep jobs in diving. Most placement is with offshore oil rig operators in the Gulf of Mexico.

Teaching and learning methods: Project director Robert Howard has served as the chairman of a committee to develop national standards for the certification of divers. He says his graduates far exceed the standards the committee developed. Howard admits to being a perfectionist, and is obviously proud of the rigorous training program he has developed.

Instruction takes place in an immaculate converted warehouse, highlighted everywhere by fresh coats of international orange applied by inmate trainees who were responsible for much of the work that went into converting the cavernous building into a school.

Training is divided among the classroom area where traditional lecture-demonstration teaching takes place, the several shop areas, and the converted oil storage drums used as diving tanks. For about 25 days in each 10-month training period, students leave the minimum security institution for actual deep sea diving experiences off the Southern California coast. Diving on these field trips is from barges loaned by local private industry.

Although Howard and Robert Schelke, his assistant, have nearly 30 years of diving experience between them, they often call in specialists --

who donate their time or charge token fees -- in areas such as underwater photography, rigging, and diesel mechanics. Instruction time is divided as follows:

S.C.U.B.A. diving, including physiology and pool training	120 hours
Rigging and salvage	60
First aid and emergency procedures	160
Photography	60
Machinery upkeep	200
Helmet and dress repair	120
Hard hat diving	120
Light weight diving	120
Technical report writing	40
Topside welding	120
Underwater welding and cutting	125
Demolition	80
Offshore oil field technology	60
Electronic theory	60
Blueprint reading	80
Mixed gas diving	200

Students are expected to pass tough written examinations and diving tests, and are dropped from the course if they do not.

Implementation requirements and costs: Howard lists five requirements for starting and operating a successful diving program:

1. He says there should be minimal security, with inmate-trainees free to move about the training area and to attend sessions held outside the institution. Howard says the presence of custody personnel should not be necessary and would represent a needless expense.

2. A qualified staff acceptable to industry and well known within the commercial diving world must be hired. Howard is skeptical about the possibilities for such a staff being recruited for most correctional institutions. He probably would not have taken the job himself had he not been able to act as an independent contractor, subject to minimal supervision and eligible for wages considerably higher than the civil service pay scale for teachers in other prison courses. He recommends recruiting staff from the ranks of retired commercial diving professionals.

3. Howard suggests an implementation budget of about $85,000. Although the Chino diving program boasts equipment worth over $200,000, Howard says he was able to beg, borrow, and charm much of it from private industry and the government at little or no cost. The accumulation of equipment may be accomplished by substituting hard work in scavenging for capital outlay, he suggests.

4. A training curriculum acceptable to the diving industry must be developed. The next step is to actually teach the curriculum, Howard emphasizes. "Some schools have a proper curriculum, but they just never teach it," he says.

5. Develop and stick to strict admission requirements. Howard publishes a list of the criteria for getting into his course, and says that putting requirements in writing is a must.

In addition, the diving program director suggests a training area of 12,000 to 14,000 square feet, a private physician to examine prospective students, and continuing close contact with the diving industry so that job placement services may be maintained.

As for suitable locations for diving schools, Howard says proximity to jobs is not as important as the quality of the school. Few Chino graduates get jobs in California. As long as students are willing to relocate, there is no need to train them near their prospective place of employment. Most Chino graduates are placed with offshore oil rig outfits in the Gulf of Mexico, and are headquartered in Louisiana. A smaller number of graduates are placed with firms operating abroad, especially in Europe. Howard says there is some demand for divers in New York, and sporadic work around the Great Lakes.

The Chino program was originally funded by the Manpower Development and Training Act, which provided about $85,000 for implementation and staff salaries for the first year of operation, and continuation funding of about $60,000 per year. MDTA funds ran out in 1973, and the program was then funded by the state department of corrections.

Student selection methods: Students are drawn from the many institutions of the California Department of Corrections, and have even applied for transfer from prisons in other states. Some 60 days before a training cycle begins, the staff sends out packets describing the course and admission requirements to all who have shown interest. Howard says he learns of prospective students in several different ways. Some write legitimate letters, others go through the grapevine, and others smuggle notes to him.

Despite the specific published criteria, Howard admits that the final selection of a student is "an arbitrary decision based on whether we think he can be a diver." One factor in that decision is Howard's estimate of the mobility of the applicant. He explains that diving work is seasonal, and may require moving around the nation or the world. Divers with binding ties to their families or to geographic regions may be handicapped.

Howard says he is not overly concerned with an applicant's criminal record. "Some of these guys have disciplinary jackets on them that look like a telephone book. I don't just take the nice guys," he insists.

Course administration: The relationship between some department of corrections personnel and the staff of the diving program has been a constant problem. Howard and Schelke have operated under contract since they took over the program in 1970. After two years of conflict with the prison authorities, the course was placed under the supervision of the education division of the institution. Although the contract continued in force, the course instructors became a part of the normal chain of command. Howard says some of the problems might have been avoided if the course had been made a regular vocational offering of the institution from the outset. Existing as a sort of stepchild of the prison presented problems ranging from difficulties in ordering supplies to added administrative burdens for the course instructors, who had no intermediary between themselves and the superintendent's office.

Howard requests that members of the custody staff stay away from the diver training area. "I want to provide a realistic environment and encourage the men to be responsible," he explains. For more than two years, the diving program was granted exemptions from several custody requirements.

Inmate students were generally free to come and go between their rooms and the training area. Many students spent nights and weekends improving the shop areas. Often, they worked without supervision from the staff. Howard says there was never a serious incident, never an escape attempt. But the custody staff apparently became incensed by the freedom of diving students, seeing them as having too many privileges that were not granted to other inmates. In early 1973, the night and weekend activities were cut off by the prison administration. Before the privileges were taken away, the custody staff conducted a raid on the diving area, producing a long list of seized contraband. Howard says some equipment was damaged in the raid, and the list of contraband was made up of legitimate school training materials. The killing of a guard in an incident unrelated to the diving program probably contributed to the increased sensitivity of the custody staff.

Despite the problems, Howard says he has received strong support from some prison officials, especially Irv Marks, the deputy warden. If some members of the administration had not been willing to vigorously support the program, Howard says, it probably would never have gotten off the ground.

Staff: It is difficult to imagine the Chino program operating successfully without the presence of the strong-willed instructors. The training program has taken on the personalities of the men who shaped it, and does not seem likely to survive if both instructors leave.

Program director Robert Howard was at the top of the professional diving world when he was coaxed out of private business and into the prison training program. He has been an executive with several diving companies, holds nearly every certificate available to professional divers, and has teaching credentials.

Robert Schelke, the course instructor, has a wide variety of diving experience dating back to a stint in the Navy in the early 1960's. The two men operate their own diving consulting firm whose clients include private industry and federal, state, and municipal governments. The close ties with the field afforded by the consulting firm and past experience allow the instructors to place graduates easily.

Evaluation: According to figures provided by Howard, by mid-1973 52 men had graduated from the training program and been released from prison. A cooperative parole agreement among California and states where more diving jobs are available permits immediate placement. Graduates report to parole officers in the states where they work. Howard says all graduates who have been released have been placed in jobs in the diving industry. A follow-up study by MDTA indicates that the salaries range from $8,000 to $20,000 per year, with an average of about $12,000. Howard says he knows of three graduates who left diving jobs, but two of the three have jobs in related fields: ship building and demolition. One graduate has returned to prison, and one other was killed in a holdup attempt. Howard says both men were successful in the job market, but were plagued by narcotics problems.

Evaluation by trainees: The course creates an esprit de corps among students. Trainees seem to realize that they are part of an elite group, and that they are receiving high quality training. Students selected by random methods and interviewed privately were hard pressed to come up with a flaw in the course. It would be better, they said, if some pieces of newly-developed

SUMMARY OUTLINE

Program title: FAA Approved Aircraft Mechanic Training

Special features: Long term higher level skill training.

Job skills taught: Maintenance, overhaul, repair of aircraft for FAA examination for air frame and power plant mechanics.

Length of course: Air frame, 12 months. Air power, 11 months.

Number of trainees: Maximum enrollment 18 in each class. Total enrollment as of March, 1973 was 24.

Administration: Department of corrections. FAA approves course, tests and certificates graduates.

Staff requirements: Two instructors.

Cost and funding summary: Estimated implementation costs $15,000. Construction rather than purchase of test cell would reduce cost by about $3,000. Yearly operation $5,500. Department of corrections funding supplemented by sale of reconditioned planes.

Descriptive and curriculum materials available: The October 1971 (Vol. 5 No. 5) Sport Flying magazine contains a short article on the Pitts Special built at the institution. Copies of the Federal Aviation Administration Regulations 147 for training are contained in Federal Aviation Regulations, AC-65-9 (General), AC-65-12 (Power plant) and AC-65-15 (Air frame), available from the Government Printing Office. For location of the local FAA office, call the nearest airport.

Curriculum outlines can be obtained from the State of California Department of Corrections, 714 P Street, Sacramento, California 95814. Request Curriculum Outline Vocational Air Power Plant and Curriculum Outline Vocational Air Frame Mechanic.

Location: Deuel Vocational Institution.

Contact: Tom Williams, Supervisor of Vocational Instruction, Deuel Vocational Institution, Box 400, Tracy, California 95376.

Summary: A Federal Aviation Administration-licensed school operating inside the prison offers inmates the opportunity to become certificated aircraft engine or airframe mechanics. Implementation costs are estimated at $15,000. An FAA examiner reports that students in the program score as high as or higher than graduates of similar programs on the outside.

Teaching and learning methods: Visual aids, movies, film strips, mock-ups, and models are used in classroom instruction. During the laboratory portion of the class, students work on plane construction and repair. The anticipated introduction of a multi-media center is expected to aid in the individualization of instruction. A sample lesson requires that the student be able to install, troubleshoot, and remove blades in the J-57 and J-33 engines, write a description of the damage, list reasons for damage and explain the method for removal and replacement of damaged blades. From a random displ of 20 blades the student should be able to recognize overheated and mechanically damaged blades.

Approximately 1,295 hours or 12 months are required to complete the air frame class and 1,195 hours or 11 months to complete air power plant. A student taking the classes concurrently can complete both in 2,045 hours or 20 months. Students are also required to complete courses in welding, woodworking, and drafting. Participants spend seven hours a day in class. Most inmates spend half a day in air frame and an equal amount of time in air power; a few of the students are enrolled in only one of the courses. Approximately a third of the time is spent in the classroom and the remainder in the shop.

The maximum enrollment in each open-entry class is 18, or a total of 36 in the two classes. In mid-1973, a total of 24 students were participating in both programs. The demands of prison maintenance and industry, rather than entrance requirements, have limited class size. One official reports that some prospective students are assigned to grounds crews or to the prison dairy, and are therefore prevented from taking the class.

Students are required to successfully pass tests on each task. An inspector from the local FAA office is invited to conduct both oral and written tests every 60 days. The FAA has appointed one instructor in the prison to assist in practical testing.

Implementation requirements and costs: In order to qualify for licensing, FAA guidelines must be followed. Implementation of this course would require a large shop area, and a classroom for 20 students in addition to suitable outdoor space for a wash tank, degreasing equipment, and spraying and doping facilities. A test cell for running engines would also be required. Various types of airframe structures, airframe systems and components, power plants, and power plant systems and components, in addition to at least one aircraft, would have to be provided for the course. Students should also have access to woodworking, drafting and welding courses.

Department of Labor predictions through the 1970's are for a rapid rise in employment because of the increased demand for aviation services. The prison supervisor of vocational instruction says that the demand for employees in aviation is increasing, and predicts that placements will be highest in private aviation.

The supervisor of vocational instruction estimates that it would cost about $15,000 to set up a similar program. The estimate includes $10,000 for shop equipment, books, and supplies, and $5,000 for construction of a test cell, a chamber in which engine performance is demonstrated. The prison built its own cell at a cost of $2,000. Combined yearly state appropriations for both programs are $5,500. This is supplemented with money received through the sale of reconditioned planes. So far one plane has been sold for $5,500. The prison invested $2,000 for materials during the two and a half year construction of the aircraft.

Student selection methods: Trainees in the airframe section are generally required to complete high school before enrolling, but in some cases a student may earn a GED or high school diploma while taking the course. A student enrolled in the air power plant school must have a tenth grade education and a demonstrated aptitude for mechanical work.

Applicants must have a year left on their sentence for each course they plan to take, since each course takes almost that long to complete. The applicants are also given tests for mechanical aptitude, occupational interests, basic mathematics, and general intelligence.

Course administration: The instructors, one in each course, are hired by the institution and report to the supervisor of vocational instruction. The FAA approves the course and tests, and certificates those who pass the examination.

Staff: The requirements for the instructors in the institution are the same as those for teachers in public high schools and junior colleges in California.

The teachers must have a State of California vocational teaching credential. The current instructors are both FAA licensed commercial pilots and flight instructors. One instructor is an FAA designated mechanic examiner and the other is an FAA aircraft inspector.

Evaluation: The FAA approves all schools which offer courses leading to FAA licensing. The school recently adapted its curriculum to meet revised FAA regulations. According to the supervisor of vocational instruction, placements since 1967 have averaged 40 percent. The FAA examiner reported that the most recent test score data shows that the student performance was equal to or slightly better than the national norm.

Evaluation by trainees: Two randomly selected trainees who were interviewed privately praised the course. "It's hard to visualize a lot unless you can work with your hands. I was never very good at sitting in class," one trainee said. The two agreed that the instructor knew his field. They said they felt that the course requirements were strict: "You stay out there until the engine runs perfect," one student said. They mentioned that two graduates of the course are running a small airstrip. "Every person who wants to get a job can," one trainee said.

Supplementary services: One counselor in the institution and the instructor aid in job placement. A trade advisory council, consisting of over 100 members from business and labor, holds quarterly meetings at the institution and advises on all vocational training programs. Academic training related to the industry is incorporated into the classroom portion of the program.

History and development: The two programs were started in 1957. In 1971, the Shoplifter, a Pitts Special, winged its way over the institution. Over 40 inmates spent two and a half years constructing the plane and rebuilding its engine. The plane was sold for $5,500 and the money was used to buy additional engines and equipment for construction of a plane for the department of corrections.

Three years ago the FAA tightened its requirements for licensing, giving schools two years to comply with the new regulations. Many training programs lost their license, and Deuel Vocational Institute was among them. Recently, after an expenditure of over $2,000, the institution satisfied the requirement and regained FAA licensing. Administrators at the institution hope to construct a runway and operate a Civil Air Patrol service station by 1974. The station will give the students additional practice in airplane maintenance.

SUMMARY OUTLINE

Program title: Federal Bureau of Prisons Television Production

Special features: Existing facilities and equipment are used in a training program. Community cooperation.

Job skills taught: Audiovideo engineer, cameraman, television graphics, script production, floor director.

Length of course: Varies from six months to six weeks.

Number of trainees: Small classes. Three to 10 students.

Administration: Education departments in federal prisons.

Staff: One instructor per class.

Cost and funding summary: Implementation cost estimates range from $6,000 to $10,000. Higher if studio must be installed.

Descriptive materials are not available. Curriculum outlines are being prepared and refined, but were not available for distribution in 1973.

Location: U.S. Penitentiary, Leavenworth, Kansas. U.S. Correctional Institution, Fort Worth, Texas. Similar programs developing at other federal prisons.

Contact: R. O. Williams, education department, U,S. Penitentiary, Leavenworth, Kansas 66048, or Robert Clark, supervisor of education, Federal Correctional Institution, Fort Worth, Texas 76119.

Summary: Members of education staffs of federal prisons are attempting to make the most of equipment and studios provided for preparation of educational materials by forming television production classes around them. Two institutions have formal classes in operation; both are under two years old. No formal evaluation has been conducted. Few have graduated from the courses and left the institutions. Placement in directly related jobs has likewise been rare. Area television stations plan to participate in the Leavenworth program.

Teaching and learning methods: Most training time is spent in practical application. Students prepare video tapes for use in basic education and orientation sessions. At Fort Worth, students attend formal classes in the mornings and do production work in the afternoons. Well-equipped learning centers and production shops provided for the general education programs at the institutions serve as training grounds. Each institution has a small studio.

At Leavenworth the class runs eight hours a day for six months. Fort Worth has experimented with classes of various lengths, and settled on a 15-week training program which a student may follow with an indeterminate period of work in production. At Leavenworth, the education staff plans to bring in professionals from television stations in Kansas City to assist in teaching.

Implementation requirements and costs: Institutions with video tape equipment and existing studio facilities should have few problems in organizing similar courses. Job placement may be the largest obstacle. Analysis of area television production needs is an obvious necessity.

An education supervisor at Leavenworth recommended that a class of 10 be outfitted with a portable video tape unit, two cameras, two video recorders, two cassette recorders, and six playback units. The Leavenworth supervisor estimates $10,000 implementation costs if a studio is available. The Fort Worth supervisor of education says equipment would cost about $6,000.

The figures cited are for black and white production equipment. Staff members at Fort Worth say the addition of color equipment would improve employment possibilities of graduates. They estimate the cost of basic color video tape equipment at $21,000.

Staff: At Leavenworth two education department employees divide their time between other assignments and the television course. Both instructors became involved in the course because of vocational interests in television production. At Fort Worth a full-time instructor with professional experience is employed.

Evaluation: None was available in 1973. The Fort Worth supervisor said one graduate had left the institution and been employed in the field. No graduates of the Leavenworth program had been released.

SUMMARY OUTLINE

Program title: Licensed Vocational Nurse Training

Special features: Community based training release program.

Job skills taught: Licensed vocational nursing (practical nursing).

Length of course: 46 weeks.

Number of trainees: Maximum enrollment, 15. Enrollment April 1973, 10.

Administration: Cooperative agreement between the prison and community hospitals.

Staff requirements: One director of nursing and one instructor.

Cost and funding summary: Implementation costs $52,000, including salaries. Operating expenses 11 months, $16,774. Funded by department of corrections and division of vocational rehabilitation.

Descriptive and curriculum materials available: Curriculum guide available from State of California Department of Corrections, 714 P Street, Sacramento, California 95814.

Location: California Institution for Women, Frontera.

Contact: Barbara R. Taylor, R.N., director of nursing education, Rincon Inter-Community School of Vocational Nursing, California Institution for Women, Frontera, California 91720.

Summary: Through a state accredited school established by the prison, trainees are receiving vocational nurse training in two community hospitals and at the institution. All graduates of the 46-week course have obtained immediate employment.

Teaching and learning methods: Training for this course begins with a 12-week nurse's aide class at the prison hospital; all students for the training release program are selected from graduates of this course. A maximum of 15 students participate in the LVN training in a community hospital for 24 hours a week on Tuesday, Wednesday and Thursday from 7:00 a.m. to 3:30 p.m. Students also spend five weeks at night work in another hospital's obstetrics ward. Classroom instruction is provided in the institution Monday and Friday. All trainees are housed in one cottage inside the prison walls; they also eat in cottage to minimize contact with the general campus population.

The class prepares students for the Board of Psychiatric Technician and Vocational Nurse Examiners test. The hospital provides graduates with letters of recommendation.

An important factor that distinguishes the program from other training release programs which operate in community hospitals is the emphasis on training. The director of the training program firmly explains, "The students are here for learning." A contract with the hospital stipulates that the director can pull students off a unit at any time to observe in another part of the hospital and prohibits a cutback in hospital staff. The contract protects the employees from lay-offs while increasing learning opportunities for students. Except in an emergency situation, students are not used in other than their specifically assigned area of the hospital.

Each week the director assigns three to five patients to each trainee. Trainees are treated as part of the regular staff; they are not allowed to tell patients that they are on training release from the institution. Any trainee who discloses that she is from the prison may be dismissed from the program. The director explains that the nurses are to concentrate on patient problems; their own problems have no place in the hospital. Barbara Taylor, director of the program, is a no-nonsense teacher who is proud of her profession and who expects nothing short of perfection from her pupils. Nursing is an exacting profession, she explains. Students are expected to be at their stations and ready for work a few minutes early; patients' lives may depend on a nurse being there. She requires that students write a 500 word paper on their strengths. "This does not mean 501 nor 499 words," she emphasizes. Nurses are expected to record information exactly. No grades are given in the course. "We don't reward people for being normal," she states. About one third of the students are dropped from the course for inability to follow directions or to work as team members.

In addition to a paper on strengths, one class is devoted to an analysis of human needs. The class discussion begins with patient needs, proceeds to the director's needs, and finally to an analysis of trainee needs, including the needs that sent them to prison. Mrs. Taylor states that every person has three needs: status and recognition, love without ridicule, and job security. She says her class helps students fill these needs.

Implementation requirements and costs: The director says that the most difficult implementation problem was convincing corrections authorities and the community that training release was necessary.

Obstetrics and geriatric training is especially difficult to teach inside a prison hospital, she explains. The director fought for six years to implement the program--to get the curriculum accredited, for funding from the division of vocational rehabilitation, and for suitable arrangements with hospitals.

The director estimates that it would cost approximately $52,000 to implement a similar program. The total cost of the program for 13 women is approximately $1,524 per month, or $16,774 for 11 months. She estimates the cost per trainee at $1,300 for teaching staff, $30 for textbooks and printed materials and $119 for a uniform. Monthly costs per trainee include $35 a month for gasoline and transportation and $60 for tuition. Each trainee receives a $22 monthly stipend.

Job predictions for licensed vocational nurses are good; the director notes that there is a tremendous shortage of nurses. Before receiving a license, a graduate can expect to earn $475, with a license $575 to $600.

Student selection methods: In order to be accepted into the course a woman must have completed the nurse's aide training class inside the institution. In addition, she must have a General Educational Development certificate, a 10.5 grade level equivalent on the California Achievement Test, an IQ of 90 or above, or have completed the tenth grade. She must have a year left to serve before parole; some women waiver parole time to be able to take the course. The instructor also evaluates sociological and psychiatric profiles of the prospective students. The woman must be approved by the Women's Board of Terms and Parole, by the housing and assignment classification committee, by correctional counselors, and by the rehabilitation counselor.

Course administration: The school, a fully accredited state nursing school, is run by the director who reports to the superintendent of vocational instruction at the institution. The state department of human resources division of vocational rehabilitation provides some funding for the course. The department of consumer affairs sets standards and licenses the school. Students are tested and licensed by the board of psychiatric technician and vocational nurse examiners. Contracts with two community hospitals allow students to use the facilities for on the job training.

Evaluation: Between May 1971 and October 1972, nine students had graduated from the program. All were placed, and none had returned to the institution. The recidivism rate for the nurse's aide program is three percent compared to 37 percent for the institution as a whole.

Evaluation by trainees: Two trainees interviewed privately had high praise for the course. Both said they had encountered no problems or conflicts with regular hospital staff. One had given up parole time in order to qualify for the training. She was scheduled to be released in a few days and said that she planned to continue her training outside for a year in order to become a registered nurse. Both said that it was sometimes difficult to live, eat, and train with the same group of people and to return to the institution at the end of the day, but that training was worth it.

Supplementary services: An advisory council meets twice each year to offer suggestions for the program. The hospital supplies letters of recommendation for graduates.

History and development: The director spent nearly six years convincing the community and the department of corrections that LVN training should be offered in a hospital outside the prison.

The idea for training release originated when she noted that the students training for the nurses aide certificate did extremely well in theory and on tests. In 1968 she held a small class for prisoners at a hospital for retarded children. She explained, "I kept noticing a tremendous amount of talent lying dormant; the students were enthusiastic and did extremely well. They successfully challenged the junior college examination." Classes for registered nurse and psychiatric technician training programs are in the planning stages.

SUMMARY OUTLINE

Program title: Radiologic Technology Training

Special features: Preparation for state licensing.

Job skills taught: Training for radiologic technologist, X-ray developing machine operator, X-ray clerk.

Length of course: 800 hours to complete training in three skill areas. Students may receive certificate in a single area in less time.

Number of trainees: Maximum enrollment 10. Graduates July 1971 - September 1972, 21.

Administration: Directly administered by department of corrections. Licensing by department of public health.

Staff: One instructor.

Cost and funding summary: Implementation costs excluding existing hospital equipment approximately $260; supplies $1,610. Yearly operating cost $1,610. Department of Corrections financed.

Descriptive and curriculum materials: Curriculum outline available from State of California Department of Corrections, 714 P Street, Sacramento, California 95814.

Location: California Rehabilitation Center, Corona.

Contact: Theo White, ARRT, Instructor, or L.L. Baldwin, supervisor of vocational instruction, California Rehabilitation Center, Box 841, Corona, California 91720.

Summary: This X-ray technology program operates in an institution hospital that takes X-rays for employees and inmates of the several prisons in the area. The program has been in operation since July of 1971; 92 percent of the graduates have been placed on jobs directly related to training.

Teaching and learning methods: The course is divided into 10 basic areas: anatomy and physiology, basic radiologic physics, darkroom procedures and chemistry, medical records and ethics, medical terminology, and film critique and positioning. All training is individualized in this open entry program.

The course is divided into three skill levels, each taking about two months to complete. The first level consists of training for chest X-ray technician; level two involves training for extremity X-ray technician.

A certificate that qualifies the student to take the state examination to practice radiologic technology is presented by the institution after satisfactory completion of the 800-hour course. Graduates are often sent to other institutions to work in prison hospitals while completing their sentences.

Implementation requirements and costs: This course is especially suitable for institutions that already have X-ray facilities. The teacher recommends that institutions considering implementing similar programs consult the division of public health for state regulations governing training. He also suggested that junior college instructors and supply companies such as Piker, Siemens, DuPont, and Kodak may be able to aid correctional educators who are interested in implementing a similar course. The instructor notes that the Society of Radiologic Technology reports that approximately 15,000 additional X-ray technologists will be needed in the next five years.

The initial outlay for the course was approximately $260; equipment was already available at the hospital. Additional supplies for one year come to $1,610. The program is financed by the department of corrections.

Student selection methods: Students from the entire California prison system are considered for the program. The chief medical officer at each California men's institution recommends students for training. Final selection, based on information in the applicants' folders, is made by the supervisor of vocational education and the instructor at the California Rehabilitation Center. Trainees must have a high school diploma or its equivalent and demonstrate manual dexterity.

Course administration: The department of corrections administered course is taught by a certificated instructor who reports to the supervisor of vocational training.

Evaluation: Twenty-one students graduated between July 1971 and September 1972. Ninety-two percent were placed in jobs directly relating to training. According to information available to the instructor, only one of the 21 students has returned to prison.

Evaluation by trainees: Two trainees were selected randomly and interviewed privately. One explained that he had been in and out of nearly every major prison in the state. He had seen a large number of the vocational training programs first hand, and had talked with students and graduates. After looking over a variety of programs and noting that many of the graduates of other courses were back inside, he said he decided that X-ray technologist training was the best vocational program in the system. Determined that this was the training he wanted, he applied for the course. Because of the limited class size and numerous applications, it took several months to get in. After being in the course for nearly six months, he isn't disillusioned; "It's the best training program in the system," he says. Since he is serving a long sentence he anticipates working in another institutional hospital until his term is up. The trainee mentioned a graduate of the course who has a full-time job at a clinic and who works

SUMMARY OUTLINE

Program title: Sales and Business Skills Training

Special features: Entry level skills keyed to advancement skills. Open entry.

Job skills taught: General sales work, retail clerk, self employment, retail sales, warehouse clerk, preparation for advancement to supervisory levels.

Length of course: Trainees are in class seven hours per day for 20 weeks.

Number of trainees: Class limited to 12 students. About 60 graduates by late 1972.

Administration: MDTA funds administered by a skill center connected with school district. Largely independent of prison control.

Staff: One instructor. Administrative services from skill center.

Cost and funding summary: Implementation for less than $2,000. Annual budget goes almost entirely for instructor's salary of about $10,000.

Descriptive and curriculum materials available: Detailed course outline and copies of forms used to individualize instruction available from instructor while supply lasts.

Location: Kansas State Penitentiary, Lansing.

Contact: Roger Danaher, instructor, or J. Vincent Leonhard, vocational coordinator, Kansas State Prison, P. O. Box 2, Lansing, Kansas 66043; or Jasper R. Simpson, director, Manpower Training Skill Center, 1333 Washington Boulevard, Kansas City, Kansas 66102.

Summary: This open-entry course features trainee self-pacing and role-playing to provide entry level and advancement skills in retail business and general sales. Course outlines and materials have been developed by the instructor. Detailed evaluation has not been conducted, but there are indications of success in placing graduates.

Teaching and learning methods: Students progress at their own pace using a variety of text materials, listening to lectures and guest speakers, and setting up dummy corporations and mock business situations. In one representative activity, a student selects an area of sales, sets up a dummy corporation, and goes through all the steps necessary for a successful sales campaign. He may begin by drafting a marketing plan, then write business letters, organize a sales presentation, prepare model displays, lay out an advertising campaign, and make sales presentations to other members of the class. Sample topics from the curriculum guide include Determining Customer Demands, Product Knowledge, Organizational Charts, Evaluating a Sales Talk, Invoice Control, Planning the Markup, Truth in Lending, Business Math, Bill of Lading, and Consigned Merchandise.

Detailed course outlines and copies of forms used to individualize instruction have been developed by the instructor. Requests for copies will be answered on an individual basis depending on the time the instructor has available. The following is a list of commonly available texts used in the course:

Fundamentals of Selling, Wingate-Nolan, South-Western, 1969; Salesmanship Fundamentals, Ernest & DaVall, Gregg, 1965; Marketing, Sales Promotion, and Advertising, Nolan-Warmke, South-Western, 1965; Retailing, Belley-Brisco, Prentice Hall, 1964; Merchandising Mathematics, Edwin B. Piper, South-Western, 1967; Checker-Cashier, Edwison-Mills, South-Western, 1967; Retailing Problems and Projects, Richert-Stoner, Gregg, 1963; The Basics of Successful Salesmanship, Willard Mead Thompson, McGraw-Hill, 1968; Advertising and Displaying Merchandise, Harland E. Samson, South-Western, 1967; Salesmanship Fundamentals, Ernest & DaVall, Gregg, 1965; Consumer Economics, Gregg, 1968; Effective Communication in Business, Aurner, South-Western, 1969.

Implementation requirements and costs: Proposals to implement courses similar to this one may meet with some resistance from those who argue that 1) the course does not teach any one specific skill; 2) that saleswork is too close to the hucksterism sometimes associated with criminal behavior; or 3) that sales positions are not always open to ex-convicts. The three arguments have all been raised at Kansas State Prison, where this course is offered. The course instructor maintains that the class prepares students in a wide range of entry and advancement skills; that sales work and retail business are respected and fully acceptable occupations which ex-convicts can easily fit into; and that placement is not a serious problem. Department of Labor bonding for ex-convicts has helped with placement problems. Because the course does not prepare trainees for a specific job skill, the Veterans Administration has refused to certify it so that trainees may receive

G. I. Bill benefits. The instructor says a change in the policy is expected since the Veteran's Administration has agreed to certify the course if it can be shown that 50 percent of the graduates are placed in training-related jobs. He says the current rate for course graduates is 61 percent.

The Department of Labor predicts moderate increases in the number of sales positions through the 1970's. In some states, ex-convicts may have difficulty obtaining licenses in some fields, such as real estate.

The course implementation costs should be within the range of almost any institution, and no unusual or elaborate physical facilities or equipment are needed. Most of the annual budget goes for the salary of the instructor, which is under $10,000 per year. Texts and materials for a class of 12 could be purchased for less than $2,000.

Student selection methods: Inmates indicate interest in the course by filling out a standard institution form and dropping it in one of several boxes provided in various areas of the prison. The prospective student is then tested by the employment agency of the state. Results of the tests, which include an Individual Aptitude Profile and a vocational aptitude test, are reviewed by a testing officer who sits as a member of a screening panel along with representatives of the skill center and the prison vocational coordinator. The prison representative on the panel may disqualify an applicant because of discipline or morale problems.

Course administration: The sales course is a pilot project of the Manpower Development and Training Act, which provides all funding. The funds are distributed through the Manpower Skill Center, which is connected with the

Kansas City, Kansas public schools. Authority for administering the course is vested in the skill center, and is not a function of the prison. The prison vocational coordinator has no direct authority over the course, but is consulted on security and use of physical facilities. There are occasional problems between the skill center and the prison authorities, and there is a general lack of communications between skill center administrators and the prison administration. However, close cooperation between the skill center-employed instructor and the prison administration has prevented major problems from developing.

Staff: The assistant director of the skill center is responsible for the instructional program, and makes weekly trips to the prison and confers frequently with the course instructor. The instructor has a background in retail sales that includes experience in organizing and teaching a retail sales clerk course. He is expected to maintain close contact with the business community.

Evaluation: No formal evaluation has been conducted. Information kept by the instructor, supplied to him on a voluntary basis by graduates and by parole authorities, shows that of about 60 trainees who had completed the course by late 1972, six had received jobs in retail sales. Of these six, four had advanced to supervisory or management positions. None had been involved in sales work before entering the course. Two graduates were self employed, five were in low level clerking or warehouse jobs. Four were route salesmen, two were delivery men, 14 had factory jobs, two had gone to college, 11 were in service occupations such as food preparation, eight worked in service stations, and no information was available on the rest. Prison officials reported that only two graduates had been returned to custody. Since recidivism records are not available for the institution as a whole, no comparison is possible here. Statistics compiled by the instructor on the basis of voluntary information supplied by graduates show that the average yearly wage for graduates is $7,076, and that graduates pay an average of $1,294 in taxes as compared to $3,461 per year that it would cost to keep them in prison.

Evaluation by trainees: Two students chosen from the class by random methods were positive about the course. They were interviewed privately and were told that their names would not be used and that the information given by them would not be available for use in parole proceedings. Both students had nearly completed the course.

One inmate, a former factory worker, said he would go back to his old job while he looked for a position in retail sales. He said he felt he now had the skills and self confidence necessary to advance in the job market. The other inmate interviewed, a former upholstery shop worker, said he would look for a job selling furniture. He indicated that he might have to go back to an upholstery shop while he looked for ways to get into the furniture business. Both trainees said they were fully satisfied with the course, and that their fellow trainees shared their positive feelings.

Supplementary services: The instructor helps graduates in job seeking, but is obviously unable to provide adequate services. Follow-up is limited to occasional and informal assistance from the instructor, and to standard services of the parole authorities. While in prison, trainees are enrolled in an Employability Course which is a standard feature of MDTA operations. The 80 hours of instruction in employability includes extensive testing, course work for a general equivalency diploma if needed, employer-employee relations training, and parole orientation.

An advisory craft committee picked by the instructor and made up of business and retail clerk's union representatives meets regularly at the prison. Members of the committee counsel students, assist in job placement, and suggest curriculum revisions.

History and development: The course was started in October of 1969 by instructor Roger Danaher as an outgrowth of a retail sales clerk course he taught at the skill center.

SUMMARY OUTLINE

Program title: Ward Aide Program

Special features: Paraprofessional training.

Job skills taught: Tutoring, recreation supervision, counseling, classroom aides.

Length of course: Eight months; up to 10 hours instruction and application per day.

Number of trainees: 8-15 per class. 200 have graduated.

Administration: California Youth Authority.

Staff requirements: Student aide coordinator, program coordinator, and social worker. Part-time assistance from several teachers and counselors.

Cost and funding summary: $27,360 annual funding from U. S. Office of Education.

Descriptive materials available: A descriptive brochure and a 16mm film are available on request from the institution.

Location: O. H. Close School, 7650 S. Newcastle Road, Stockton, California 95206.

Contact: John E. Riggs, superintendent, same address.

Summary: Young adult offenders between the ages of 18 and 22 work as counselors, recreational assistants, and classroom aides with incarcerated teenagers whose average age is 16.

After a one-month intensive orientation in tutoring, large and small group counseling, and academic subjects, aides are assigned to work with wards during the day in classrooms. During the late afternoon and early evening hours, aides act as counselors or recreational assistants.

Upon graduation from the program, California Youth Authority officials assist the aides in employment or further education. Recent graduates have been hired as youth counselors, parole aides, and playground supervisors. Many of the aides go on to college.

Teaching and learning methods: The first two months of the eight-month program feature screening at the institution where the prospective aides are housed. From 1968 to 1972 aides were recruited from the Youth Training School, Ontario, California. In 1973 the program began selecting aides from the Northern California Reception Center and Clinic in Sacramento. At the end of the second month aides are transferred to the O. H. Close School in Stockton.

The third month consists of intensive orientation and basic education in daily classes. Subjects range from remedial reading and math to recreation and transactional analysis. In recreational classes, aides study muscle sports such as baseball and track, and learn about arts and crafts projects designed for those persons who choose not to compete. The transactional analysis course is taught by a social worker. Aides examine parent-child and adult-child relationships and participate in treatment sessions with other aides.

Aides are generally not high school graduates. During their training at O. H. Close they are expected to attend and complete the academic courses necessary for high school graduation. Classes are staggered between aide duties.

In the fourth through seventh months, aides work directly with the younger wards. At O. H. Close, wards are housed in four large units. Each unit is further divided into two halls with each hall housing 50 residents. Each of the eight halls is staffed by "treatment teams" consisting of three academic teachers, six youth counselors, one senior youth counselor, and one treatment team director. Treatment teams are responsible for the academic training and guidance counseling of 50 wards. Normally each treatment team is assigned one aide.

Once assigned to a team, the aides' days are tightly scheduled. From 8 a.m. to 3 p.m. they act as classroom aides, helping teachers administer lesson plans, operating audiovisual equipment, etc. From 3 p.m. until dinner they attend classes and assist teachers in preparing for the next day. For two hours after dinner they counsel wards or organize group activities.

During their stay at O. H. Close, aides live as a group in Fresno Hall, where each has a private room. Those aides not released upon graduation spend the remaining time living at Fresno Hall and working with the various treatment teams. Aides are generally released within one month of graduation.

Implementation requirements and costs: Becuase of the large number of staff members involved with the program, those institutions without access to special grants would find a similar program costly. Separate housing facilities for the aides should be available. The O. H. Close educational program receives $150,000 per year in Elementary and Secondary Education Act (U.S. Office of Education) grants and the state department of corrections provides matching funds of approximately $90,000 per year to cover some of the staff salaries. Only $27,360 of the ESEA money goes to the ward aide program.

Officials at the school recommend that the role of the aide be clearly defined. Superintendent John Riggs recalls that in the early stages of the program many of the aides were placed in a twilight zone where they were neither staff nor ward. For many the transition from prisoner to paraprofessional was difficult. Recognition of this problem has lead to clearly defined roles for the aides. Professional counseling is available to help aides adjust to their new responsibilities.

Student selection methods: Prospective aides must be between 18 and 22 years of age, have completed at least nine years of academic schooling, and be within one year of parole. Further screening is carried out to eliminate child molestation offenders, homosexuals, and hard drug offenders.

Initial screening is conducted by the student aide coordinator at the Northern California Reception Center and Clinic. The selection process includes reading, math, and intelligence testing, oral interviews, and character appraisals by institution staff.

Course administration: The program is administered by the California Youth Authority (CYA) which operates prisons for juveniles.

Staff: Those staff members working directly with the aides include the student aide coordinator who conducts the screening and selections process, the academic instructors who conduct the classroom aide training, and the social worker who provides instruction in transactional analysis. Youth counselors and senior youth counselors are available for both personal counseling and for assistance when aides are counseling younger wards. A program coordinator is responsible for administering the program.

All staff positions require state certification.

Evaluation: A youth authority staff member conducts regular follow-ups on aide program graduates. Superintendent Riggs reports the following statistics for graduates of the ward aide program graduated in 1970 and 1971:

Holding related part-time jobs in human services work and attending school part time	10%
Holding full-time human services work jobs	10%
Attending school full time	18.7%
Holding full-time jobs in areas not directly related to the ward aide training	36.3%
Unemployed, out of school	10%
No information available	15%

Supplementary services: A full-time job placement coordinator was eliminated by a fund cut. In mid-1973 the program coordinator was handling job placement. He informs aides of examinations for paraprofessional state positions (correctional assistant, parole aide, etc.) and works with parole agents to set up interviews. The coordinator assists trainees applying to colleges, informs them of possible sources of financial aid, and administers required entrance tests.

Comments: The superintendent insists that, while aides were expected to stop illegal activities, they were not required to be spies or informers. He states that staff members deplore the idea of aides gaining the trust of a younger ward and then betraying that trust by informing. He maintains that aides are intelligent enough to realize their rehabilitative effectiveness would be greatly diminished if they acted as snitches. Life expectancy could also be diminished, some observers point out. That is, ward aides who act as informers may be killed or injured. No such incidents have been reported at the O. H. Close School.

CHAPTER FIVE

NEW APPROACHES IN TRADITIONAL COURSES

SUMMARY OUTLINE

Program title: Cluster Approach to Skill Training

Special features: Cluster approach using mini-course technique, training release.

Job skills taught: Entry level skills in transportation and construction, tile setting, air conditioning, brick laying, baking, carpet installation, data processing, horticulture, meat cutting, plumbing, pipe fitting, sheet metal, tailoring, typing, and welding.

Length of course: Semester basis.

Number of trainees: Total enrollment, 312.

Administration: Bureau of Corrections.

Staff: One full-time vocational instructor, four full-time academic instructors and thirty-five part-time vocational instructors.

Cost and funding: 1972-1973, fiscal operational cost, $393.202. Funded by the Elementary Secondary Education Act (ESEA) Title I, through State Department of Education.

Descriptive and curriculum materials available: "Transportation Cluster Vol. I - Vol. VII" and "Construction Cluster Vol. I - Vol. VII", published by the Pennslyvania Bureau of Correction in January 1971, are available through ERIC. "Program of Vocational Rehabilitation for Young Adult Offenders--State Correctional Institution at Camp Hill, Pennsylvania" is available from the Bureau of Corrections. A description of the program at the Dauphin County Technical School may be obtained by writing the Department of Justice, Bureau of Corrections, Box 200, Camp Hill, Pennsylvania 17011.

Location: State Correctional Institution, Box 200, Camp Hill, Pennsylvania 17011.

Contact: Calvin Williams, director of education, State Correctional Institution at Camp Hill; or Lewis J. Matt, director of the evening program, State Correctional Institution at Camp Hill.

* * * * * * * * * * *

Summary: Three educational approaches provide juvenile and adult trainees with an opportunity for skill training in a number of vocational areas. A day program in construction and transportation clusters, an evening program in such areas as tile setting, data processing, plumbing, carpet installation and air conditioning, and a cooperative agreement with the Dauphin County Technical School offer a variety of approaches. In operation since 1968, the program is funded through Title I ESEA for a total of $393,202 for the year 1972-1973.

Teaching and learning methods: The instructional materials developed by Learning Systems, Inc., and adapted at Camp Hill are primarily technical in focus and are written to be used in a cluster concept program as part of an integrated curriculum. Rather than an in-depth development of skills for one occupation, the materials prepare students in the basic skills necessary to enter a number of occupations within the construction and transportation industries.

The transportation cluster, for example, consists of 20 instructional units organized into seven areas: automotive services I and II, small power sources, driver training, pneumatics, hydraulics and fluidics, farm and earth moving equipment, and transportation systems. Each area is organized into

20 instructional units which include three hours of technical laboratory experience and three hours of related study in science, math, communications, and social studies. The units offer the instructor a lesson guide which includes a listing of instructional aids, aims, topical outlines and activities, suggested time sequence, evaluation guidelines, summary and references.

The curriculum guides recommend that students be introduced to the technical and integrated content through several methods related to the industrial structure. Among these are line production and assembly, group projects, experimentation, unit studies, and independent study. A team approach to teaching which coordinates academic and technical instructors and integrates the regular GED program, enables students to work simultaneously toward an employable level of skill and a general academic background.

The guides recommend that students select the technical areas they wish to study and have the option of moving through the GED content at their own speed using programmed instructional materials, instructional television, computer assisted instruction, and other individualized learning techniques.

While the day program at Camp Hill reflects the philosophy of the curriculum developed by Learning Systems, Inc., the one full-time instructor in the day program maintains that it has been necessary to change most of the curriculum. "The lack of funds and personnel characteristic of most correctional institutions", according to the instructor, "make the feasibility of the experimental curriculum doubtful." Adaptations at Camp Hill are based on the cluster concept and in addition to teaching vocational skills, social studies, communications, math and science are integrated in a way that attempts to be relevant to the life of the student. The emphasis is not on texts or highly structured outlines, but rather on adapting each learning situation to the needs of the trainee. "We are not necessarily concerned with teaching a specific trade. Technical literacy," according to one instructor, "is our primary goal for students who have no idea where, for example, paper, or glass comes from."

Trainees in the construction cluster learn the basics of blue print reading and drawing plans, surveying, woodframing, and some of the concepts involved in plumbing, wiring, and masonry. One classroom contained a student-built 1/4 size mock-up version of a house.

A teletrainer unit loaned by Bell Telephone is used in the communications course and helps students learn to use the phone effectively when seeking employment information. Two phones are attached to a central unit which allows the teacher and class to monitor an amplified conversation between a student and a prospective employer.

The evening school offers a variety of training opportunities and probably represents the most functional aspect of the educational program. Courses in such skills as tile setting, air conditioning, auto mechanics, baking, brick laying, carpentry, carpet installation, data processing, horticulture, meat cutting, plumbing and pipe fitting, sheet metal, tailoring, typing, and welding offer certificates and apprentice cards to students who maintain adequate grades. Much of the hands-on experience takes place in the institution where, for instance, there is a need to revamp the massive plumbing system. Day work assignments may be coordinated with evening courses.

A cooperative agreement between the institution, the state bureau of corrections, and the Dauphin County Technical School provides students with an opportunity to participate in certificated courses at the public school. Six guards in civilian clothes, two uniformed guards, and two supervisors accompany students who are transported to and from the institution in rented buses. Classes are open to students from the institution evenings during the winter and days during the summer when regular students are not in attendance.

Implementation requirements and costs: The exact costs could not be determined because much of the equipment for both the day and evening programs was obtained from a defunct program in another location. Total funding for the entire educational program has been provided through Title I ESEA in the amount of $393,202 for the fiscal year 1972-1973.

Of this amount, the Dauphin County Technical School is paid approximately $45,000, which includes the salaries of teachers and security officers and busing, as well as $3.40 per student per day. According to the director of the evening program, "ESEA Title I allowed the institution to pay top dollar for outside services under a two year agreement. The arrangement worked well when the Technical School was getting established. They seem less willing to have us now that our money is not needed. There has never been an opportunity to integrate the inmates with students during regular school hours."

A further breakdown of the Title I budget indicates that for evening and day programs $251,000 was spent for salaries, wages, and benefits. Materials and supplies cost $10,800. The instructional cost per student is $340 per semester. Funding ends on June 30, 1973. Because the population of the institution is changing from juveniles to adults, Title I monies may not be available.

A final report and testing of the auto service station minicourse (part of the transportation cluster), which was conducted by Learning Systems in 1971, points to some failures and should be helpful to others who intend to implement the cluster concept. Selected inmates were required to participate in the course, which was said to have been essential to their preparation for the GED. Student comments indicated frustration--some resented having to attend, others found that even when they were interested, the disturbances created by those who were not interested hampered their progress. Student-teachers from Millersville State College, who conducted the study, felt that it was essential that participants be volunteers.

In-service education for staff members was determined to be important to the success of the program. Because the program features the integration of academic and vocational disciplines, it is essential that each instructor know the approach of every other instructor--that he understand and be committed to the concept. One teacher comments, "Without the proper preparation, discussion and evaluation on the part of instructors, the organization of the material becomes 'piecemeal' instead of the tightly organized course it is meant to be."

Student selection methods: The quarantine unit or classification center administers tests over a six week period to determine abilities and behavioral patterns. A system developed at Morgantown Federal Prison in West Virginia, is used to place the incoming prisoner into one of five categories according to mental and emotional maturity. He is introduced by the counselors to the variety of educational options that are available to him at the institution and given a work assignment which may be in the dairy, furniture industry, laundry, or computer industry run by the state. In some cases, he is required to obtain his high school equivalency certificate before release and is given a full day of academic work. A number of occupational awareness films are presented during the classification period to introduce the inmate to the kinds of jobs which may be available to him once released and to give him a clearer concept of which training programs he may want to select.

Courses within the transportation and construction clusters are offered three times a year for 15-week periods. It is the only day time educational program at the institution; any interested student may be admitted provided there is room. Enrollment in the transportation cluster in February 1973 was 15 and in construction, 27. Students are given one and a half hours of theory and hands-on experience and one and a half hours of related basic education each day, five days per week.

Prerequisites in English and math are required for enrollment in some of the evening courses which are held on a voluntary basis two to four nights a week for three hours.

Students enrolled in the day program may wish to strengthen skills by participating in the evening program. There are an average of 15 course offerings and a teacher student ratio of five to one.

Satisfactory progress in one of the evening courses is required of successful applicants to the Technical School program. One-hundred-thirty students participate in courses offered evenings in the winter, and days in the summer, at the Dauphin County Technical School.

Program administration: Funding is provided by Title I ESEA through the state department of education. The program is directly administered by the bureau of correction.

Staff: The one full-time vocational teacher in the day program and director of the evening program worked with Learning Systems, Inc., to develop the cluster curriculum. Largely responsible for the integration of academic and vocational offerings, he works closely with the four academic teachers in the day program who teach social studies, communication, math and science. There are 35 part-time vocational instructors involved in the day and evening programs. While many of these instructors also teach at the technical school, some are former guards who have as much as 30 years experience at the institution. Pennsylvania State University has offered in-service training. More capable students assume the role of laboratory assistants and para-teachers.

Evaluation: The total educational program, in operation since 1968, has been favorably evaluated by ESEA and the Pennsylvania State Department of Education. Since state law prohibits the parole authority from disclosing records to the institution, no follow-up data on students is available.

Some teachers have followed the progress of their students. One reported that one of the graduates who went to work for a national carpet-laying firm is now a supervisor in that firm. Teachers also indicated that many of their present students are repeaters and some are going through the program for a second time.

History and development: The five year old program was begun under the guidance of Harry A. Snyder, former director of education for the Pennsylvania Bureau of Correction. Title I monies were available to programs servicing students who had not completed high school and were under 21 years of age. A changing population at the institution may cause a shift in the source of funding, but the hope is to expand the transportation and construction clusters and begin implementing other designated U.S.O.E. clusters.

SUMMARY OUTLINE

Program title: Cosmetology Program at California Institution for Women

Special features: Comprehensive program. All graduates passed state examination.

Job skills taught: Cosmetology.

Length of course: 1,600 hours, or approximately one year.

Number of trainees: First two years, 29 graduates. Maximum 35 students.

Administration: Directly administered by department of corrections.

Staff requirements: One supervisor, one teacher.

Cost and funding summary: Implementation costs $8,400 - $9,450. Yearly supply costs, $2,100 - $2,520. Department of corrections financed.

Descriptive and curriculum materials available: Curriculum guide available from State of California Department of Corrections, 714 P Street, Sacramento, California 95814.

Location: California Institution for Women, Frontera.

Contact: Sebenia Berry, supervisor, Cosmetology Training Program, or Marvin Rector, supervisor of education, California Institution for Women, Rural Route No. 1, Frontera, California 91720.

Summary: There is a long waiting list for this cosmetology program which rivals those in many schools on the outside. All 29 graduates of the program, started in 1971, have passed the state licensing examination.

Teaching and learning methods: Students spend seven hours a day in the comprehensive program. Approximately one hour a day is spent in the classroom training which includes cosmetology rules and regulations, chemistry and electricity, anatomy and physiology, and ethics. Shop training includes manicuring, hairdressing, haircoloring, scalp treatments, chemical waving and straightening, haircutting and shaping, facials, laboratory work, reception and desk training, and modeling. Students may also take a 400-hour class in wiggery. Trainees are divided into beginning and advanced sections. Beginning students are taught by an instructor, advanced students by the supervisor. Uniformed trainees work on other students or inmates. Guest speakers are invited to the class. When a student has completed training, she is driven to the state licensing examination in a nearby city. If a woman is not released immediately after completion of training, she returns to the class to practice her skills during the last two months before parole.

Implementation requirements and costs: Regulations governing comsetology training are generally set up by a state board. Any institution contemplating such a program should contact that board for information on the regulations. Arrangements for students to take examinations at the institution might also be arranged through the board if the institution will not permit students to be released for the regular examination.

The instructor estimates that it would cost approximately $8,400 - $9,450 to implement a similar program. Yearly supply expenses of $2,100 - $2,520 are covered by the department of corrections budget.

Student selection methods: Students admitted to the course must have at least a tenth grade education or equivalent. A series of tests including the General Aptitude Test Battery and California Achievement Tests are given to all applicants.

Course administration and staff: The course is administered by the department of corrections. The class supervisor is responsible for curriculum development and teaching; she reports to the supervisor of education. Both the supervisor and teacher are licensed by the state. The instructor has served as the president of the state cosmetology association, and was a highly successful hairdressing shop operator before joining the prison staff.

Evaluation: All 29 graduates of the two-year-old course have passed the state licensing boards and have been placed in related jobs. The first graduate was placed in June 1972. According to the instructor, all but one of them were still holding jobs in cosmetology 10 months later. In mid-1973 10 additional graduates took their state licensing examinations.

Evaluation by trainees: Two trainees, selected randomly and interviewed privately, had high praise for the course and the instructors. They said they felt that more equipment was needed in the course, but that the training was adequate. They expected to get jobs in cosmetology when they were released. Both said that their own initiative would determine the amount of money they would make, and that they would be making a good salary. The instructor estimates that beginning salaries will be $60 - $100 a week.

Supplementary services: The supervisor, who has extensive contacts in the cosmetology field, is instrumental in getting many of the graduates jobs. Students may also participate in a 14-week evening "self-esteem through femininity" class taught by the instructor using American Airlines-donated stewardess training books. Based on the Clement and Jessie Stone motivation course, the class includes makeup demonstrations, dancing, exercises, diction, poise, and social training.

Each summer for the past three years the school has sponsored a hair styling show. Nine trophies are awarded for the best styles; students may invite two guests. Local company representatives are also invited to the show.

SUMMARY OUTLINE

Program title: A Media Center for Prison Industries

Special Features: Multi-media individualized instruction coupled with on-the-job training in correctional industries.

Job skills taught: Industrial woodworking and cabinet making, welding and metal fabrication, graphic arts, and electronics.

Length of course: Seven to 10 months average.

Number of trainees: Potentially 10-25 in each trade area, total enrollment May 1973--30.

Administration: Cooperative agreement, Department of Corrections and Division of Rehabilitation Services.

Staff: 13 staff members.

Cost and funding summary: First year approximate cost - $127,329. Funding from Vocational Rehabilitation and Department of Corrections.

Descriptive and curriculum materials available: Descriptive materials available from unit supervisor.

Curriculum materials being developed. May be available for distribution in future.

Location: Penitentiary Unit, Nebraska Penal and Correctional Complex.

Contact: J. H. Lewis, unit supervisor, Division of Rehabilitation Services, Nebraska Penal and Correctional Complex, Penitentiary Unit, P.O. Box 81248, Lincoln, Nebraska 68501.

Summary: In October of 1972 the Nebraska Division of Rehabilitation Services and the Penitentiary Unit of the Nebraska Penal and Correctional Complex implemented a program combining multi-media, individualized instruction and on-the-job training in prison industries. The implementation costs for the program were approximately $130,000.

Teaching and learning methods: Materials for individualized instruction are located in a media center. This study area, located near correctional industry shops, is furnished with carrels, super 8 film cartridges, audio tapes, text books, diagrams and illustrations, film projectors, and tape recorders. Some materials were purchased but most films and tapes have been developed by the staff, whose members feel that they are able to produce more relevant and economical products than could be purchased. The psychiatrist has primary responsibility for material development; she is assisted by the coordinator and instructors. They all meet about eight hours a week to develop curriculum materials and coordinate student activities.

At the beginning of training each student receives course packets which include objectives, a course outline, inventory sheets for use with film and text materials, and project sheets with instructions for performance of specific skills. Each student may obtain audio-visual materials and study them until he feels he has mastered the information.

Most students spend three and a half hours in the media center and equal time working in a correctional industry shop related to the training area. Students nearing release, about a fourth of those currently enrolled, are assigned full time to the media center for accelerated training. The average amount of time estimated to be necessary to complete a course is seven to 10 months, but an individual may complete training in a shorter or longer period, depending on individual progress. Students are paid the same wage for attending class as they are for working in industry.

The coordination of the shop activities with the media center lessons is the responsibility of the media center coordinator. The coordinator spends the entire day in the center; instructors may spend part of their day in the center. In two shops aides assist with production and student supervision when necessary.

Implementation requirements and cost: The course is suitable for implementation in institutions which house prison industries. In such cases, the facilities for the shop areas already exist. Additional space, however, would be required for the media center. A few additional staff members to handle teaching and production demands and to supervise the center would be needed. One of the disadvantages of this program is that students may have to give up some of their training time during high production periods in correctional industries. The unit supervisor noted that he has not found this to be much of a problem; both the coordinator and instructors have been willing to adjust schedules to allow for peak production periods. One advantage of the program is that equipment and facilities are available through prison industries. The media center coordinator says that it takes 12-15 months to develop curriculum materials.

The total program expense for the first year includes $43,081 for the state Division of Rehabilitation Services payroll and $32,000 for the prison payroll. DRS funds used for operating expenses were approximately $600, supplies $12,800, equipment $47,516, travel $1,330 and case services $23,730. Most equipment for the center is provided through DRS. When trainees are performing vocational training projects with the end product being used by correctional industries, equipment and supplies needed to produce the project will be furnished by correctional industries.

Student selection methods: Two DRS counselors, the psychologist, and the unit supervisor, make the final selection of students after consulting with the instructor. Selection is based on student desire and test scores. Students in the electronics class must have a high school diploma. All candidates must be within two years of parole.

Course administration: The course is administered through a cooperative agreement between the Nebraska Division of Rehabilitation Services and the Department of Corrections. The institution pays the salaries for the coordinator of the media center, the psychiatrist, and psychologist. Three instructors' salaries are paid by prison industries. The electronics teacher's salary is paid by the State Education Department. The Division of Rehabilitation hired two counselors, a unit supervisor, and a secretary.

Staff: A media center coordinator is responsible for student supervision in the center and coordination of the shop activities with the media center lessons. The staff psychologist is directly responsible for curriculum development; she is assisted by the coordinator and instructors. The institutional psychiatrist tests and approves clients for the program. All of the classes are taught by certificated vocational instructors two of whom also serve as shop foremen. The instructors divide their time between the center and the shops. The media center coordinator suggests that institutions implementing this type of program hire one instructor and one aide in each trade area. The instructor's basic responsibility would be for training; the aide could concentrate on production activities. Nebraska has two correctional industry employees who occasionally serve as aides in two shops. The total staff meets in a planning conference once a week.

Evaluation: The program received its first students in October, 1972. No studies have been completed.

Supplementary services: The Vocational Rehabilitation Unit will be involved in the orientation, evaluation and screening, placement, and follow-up of program participants.

History and development: In February, 1972, the Division of Vocational Rehabilitation and the Nebraska Penal and Correctional Complex signed an agreement for providing vocational training to inmates.

In the past, the Division of Rehabilitative Services assigned a counselor who provided services for the prison on a limited basis. The inadequacy of this approach was apparent from the number of inmates who received services. Estimates are that 90 percent of the population were eligible for services last year, but only 12 inmates actually received services. The institution itself felt that Correctional Industries could be used as part of a training program. A recent report on the new program states: "Through Correctional Industries, a limited number of offenders were assigned to jobs where they had only limited opportunities to develop skills. Consequently, the vocational training potential existing within the shops remained unstructured, undeveloped and not utilized to its fullest extent, which seriously limited the opportunity for the majority of unskilled offenders to learn a trade skill that would be useful upon their release."

The institution is planning to add two classes--food services and dental technician--to the program in the near future.

SUMMARY OUTLINE

Program title: Optical Mechanics

Special features: Combination production shop and training program.

Job skills taught: Optical mechanics and dispensing, nearly 100 percent placement.

Length of course: State certification requires 1,000 hours.

Number of trainees: 12

Administration: Institution's director of education.

Staff: Two full-time state-certificated instructors.

Cost and funding: Implementation in 1965 was funded by New York State Department of Corrections for $20,000. Operational costs, $12,000 per year.

Descriptive and curriculum materials available: Texts available from the institution.

Location: Wallkill Correctional Facility, Wallkill, New York.

Contact: Mr. William McMahon, director of education, Box 6, Wallkill Correctional Facility, Wallkill, New York 12589.

* * * * * * * *

Summary: Combining a production shop and a training program to supply the optical needs of inmates housed in New York state correctional facilities has resulted in an estimated annual saving for the state of $90,000 and a nearly 100 percent placement rate for trainees.

Teaching and learning methods: The gap between training and employment has been bridged for the men in this program by an opportunity for practical application and the practice of skills in the production shop. Optical mechanics grind and polish lenses to the specification of prescriptions and assemble lenses in frames. Dispensing opticians then fit and adjust the finished glasses to the customer's facial features. The three phases of fabrication taught in this program are:

1. Bench work: the selection, marking, inspection, and shaping of finished lenses to fit frames;
2. Surface grinding: the construction of single and bifocal lenses (both hand and machine beveling methods are taught);
3. Dispensing.

Classroom training methods include lecture and demonstration, the use of audio-visual aids, team teaching, and frequent visits by professionals in the field. Trainees progress through a series of three shop training levels: hand fabrication, use of automatic equipment, and line work which includes the filling of prescriptions. Supplementary courses are offered in physics and mathematics. Both subjects are carefully coordinated with the training program and are designed to provide a theorectical understanding of optics.

Goals and objectives for the program are:

1. to provide a unique type of vocational training for inmates;
2. to provide trained students to meet the needs of the industry and community;
3. to provide glasses for inmates and patients in various state agencies.

Training materials include:

Shop Equipment:

14 surfacing machines	$700 each
16 edging machines	$1,000 each
4 lensometers	$700 each
3 caseharding machines	$800 each
1 oldfield lap cutter	$2,500
1 unichuck drill	$500

Texts:

"Job Coach", Bosch and Lomb Dispenser's Manual
"Ophthalmic Lens Grinding" by instructor Bernard Kaplan
"Optical Shop Glossary" by instructor Bernard Kaplan
"Optical Shop Benchman's Manual"

(Copies are available through the prison.)

Implementation requirements and costs: The production area of 3,470 square feet is adequate for the twelve-man operation, and indications are that the space would be sufficient to house the equipment and additional men necessary to meet the optical needs of larger correctional facilities. In addition to the production area, a classroom has been provided by the institution. Operational costs of the program are about $12,000 per year. $900 per student is allocated for teaching staff, $35 for textbooks and printed materials, and $200 for equipping each with hand tools, grinding compounds, and glass. Implementation funds totaling $20,000 came from the state department of corrections.

Implementing an industry that combines production and training takes a careful consideration of balance. Production may easily take precedence over training, and it is important that planners build first on training considerations. Adequate classroom space and time for theory and training is essential.

Student selection methods: Twelve trainees are currently working in the shop area, which produces in excess of 4,500 glasses annually. Candidates for the program must have at least a high school equivalency certificate and are selected on the basis of emotional maturity and dependability by a program committee. Manual dexterity is important for success as either an optical mechanic or optician; approximately two percent of the trainees are dropped from the program because they lack such dexterity.

Course administration and staff: The program is administered by the prison's director of education and staffed by two full-time certificated instructors. One of the staff members belongs to the International Academy of Opticianry, Inc., and the American Board of Opticianry. He has written two of the texts used in the program.

Evaluation and placement: Students are recommended to prospective employers by the instructors, and a listing of job openings is maintained and made available to the men who are allowed furloughs to attend job interviews and visit shops. Employers from the area also conduct interviews at the prison. Placement records indicate that all of the graduates are placed in jobs related to the training they have received. Ninety percent of the 60 graduates have been released to apprentice positions. Forty-five percent go on to obtain the further training necessary for state licensing as dispensing opticians. It is interesting to note that two percent of the graduates have returned to prison for new crimes; 13 percent have returned for parole violations.

Graduates may be employed as benchmen, surface grinders, prescription clerks, and dispensers by either retail establishments or wholesale optical laboratories. Some have become opticians and others are self-employed. Although opticians and mechanics are found in all states, more than one-half are located in New York, Massachusetts, Pennsylvania, Texas, California, and Illinois. Job opportunities are expanding and, according to the U.S. Department of Labor, the future in this trade is excellent.

Future plans: With the addition of one staff member and an expenditure of $20,000 for commercial production equipment, the current staff hopes to be able to expand the number of trainees to 40 and the production of glasses to

500 pairs per week. Forty trainees are seen as the maximum number who could participate without destroying the quality of training. Future plans are to incorporate the grinding and polishing of plastic lenses and to provide a course in precision optics.

SUMMARY OUTLINE

Program title: Prison Maintenance Related Training

Special features: Low cost

Job skills taught: Boiler maintenance; preparation for Black Seal Fireman license.

Length of course: 3-6 months.

Number of trainees: 5

Administration: Dr. Daniel Sullivan, superintendent of schools, Department of Institutions and Agencies, Trenton, New Jersey.

Staff requirements: The chief operating engineer serves as a part-time teacher.

Cost and funding: School district budget provides $300 per year for books and $700 for teacher's salary.

Descriptive and curriculum materials available: A course outline is available from the institution.

Location: Youth Correctional Institution, Bordentown, New Jersey.

Contact: Dr. Ira Mintz, superintendent; Joseph Oresic, supervisor of educational programs; E.C. Neubert, assistant supervisor, Youth Correctional Institution, Box 500, Bordentown, New Jersey 08505.

Summary: A newly instituted pilot program in New Jersey involves students in on-the-job training in the maintenance of an oil-fired high pressure boiler system which provides heat and hot water for two large institutions. One class a week offered by the institution's chief operating engineer provides supplementary theory which prepares the trainees for examinations required for state licensing as a Black Seal Fireman.

Working conditions may be uncomfortable, the pay is low, and national forecasts indicate that this type of equipment will be phased out in favor of more automatic methods. However, the low cost and the availability of personnel and equipment may make this program attractive for some institutions.

Teaching and learning methods: Since the class is so small, the teaching is individualized and deals with the subject through the discussion method. Two texts are used--Low Pressure Boilers, Steingrass, American Technical Society, Chicago, and Power Plant Operation, Edition II, Woodruff and Hammer, McGraw-Hill. The student is expected to do much of his reading independently but a tutoring session is held once a week. A course outline prepared by F.M. Steingrass and H.J. Frost of Berger County Vocational and Technical High School engineering department offers 14 units of training.

The three basic boiler systems are discussed--feed water, fuel oil and draft. The purpose and location of all parts of the boiler are dealt with separately - the safety valve, steam gauge, water column, air cocks, and water walls. In the feed water system the heater, regulator, pump, and injector are studied. Why it works and how it is used is compared in each of these systems.

Implementation requirements and costs: This program is based on the existing heating system of the institution and therefore does not require any additional equipment, other than texts and teacher's salary.

Student selection methods: Students must have a high school diploma in order to become eligible for the Black Seal Fireman license, granted by the state. Because the boiler room is located outside prison walls, students must also have security clearance.

Course administration: This course is a pilot project administered by the Bureau of Educational Services, New Jersey Department of Institutions and Agencies.

Staff: Present teacher is the chief operating engineer who offers his time one night a week for tutoring.

Evaluation: Since the course has only been offered for a few months, no evaluation has taken place. However, the educational supervisor indicates that job placement of graduates and questionnaires completed by trainees will become the basis for evaluation in the future.

Supplementary services: Vocational counselors will be involved in assisting trainees to find employment.

History and development: Initiated in September 1972 this program was developed to provide one more employment route for inmates whose average residence in this medium security institution is 10 months. Sixty-four percent are Black and the average age of residents is 23. It is premature to estimate the success of this approach either in terms of employment or trainee satisfaction.

Summary: This course goes beyond the traditional watch repair procedures to emphasize the transference of skills to rapidly developing job areas such as lab technology, instrument making, and the manufacture of miniaturized devices. A course text has been written by the instructor. No formal evaluation has been conducted, but the instructor's records show that about 75 percent of the graduates are placed in jobs related to the training.

Teaching-learning methods: Programmed instruction and hands-on experience in engraving set-up, plastic and metals, examining, dismantling, friction jeweling, watch assembly, disassembly and cleaning, and finishing and adjusting. Students spend five hours a day in class for 260 days. The individually programmed instruction and a class size of five allows for open entry. The equipment includes an L&R Cleaning Machine, a Vibrograf Timing Machine, an Accutron Service Kit, a Bulova Microloupe #9020, two Paulson Lathes and staking tools, and four benches which include all small tools. Three commonly available texts used in the course are: Watch Repairer's Manual, Fried, H. B., 1961; Practical Benchwork for Horologists, Louis Levin, 1946; and It's About Time, Smith, Richard R., 1941. The text authored by the instructor is also used.

Implementation requirements and costs: The program seems to be suitable for implementation in almost any prison where the normal period of confinement is more than one year. The implementation cost should be within the budget of most institutions. The course was set up for about $2,000. An additional $11,700 annually goes for the instructor's salary. Some of the implementation funds came from the inmate commissary fund.

Course administration: The course is a vocational training program of the state department of corrections.

Evaluation and placement: The instructor keeps records based on voluntary contact from graduates. He estimates placement in jobs related to the skills taught at 75 percent.

CHAPTER SIX

SHORT TERM AND PRE-VOCATIONAL PROGRAMS

SUMMARY OUTLINE

Program title: Chesapeake City Jail Training Release Program.

Special features: Short-term training, guaranteed jobs, community cooperation.

Job skills taught: Varies with the type of companies participating as employers; presently releasees are being trained as general laborers, welders, and roofers.

Length of course: Trainees remain in the program until released from jail; average stay is three to four months.

Number of trainees: Depends on number of job openings; a total of 42 inmates had participated up to June 1973.

Administration: Run by city sheriff's department.

Staff: Full-time coordinator, secretary, transportation officer.

Cost and funding summary: Annual operating budget of $22,300. LEAA provides $21,000 and the city of Chesapeake $1,300.

Descriptive materials available: The work release counselor will answer all inquiries and distribute, until his supply runs out, copies of program summaries, forms, and case histories of program participants.

Location: City Jail, Chesapeake, Virginia.

Contact: City Sheriff's Department, Civic Center, Chesapeake, Virginia 23320.

Summary: This training release program is designed for inmates serving short terms for misdemeanors such as non-payment of fines or non-support. It offers instruction in various trades such as welding and roofing in addition to academic subjects, and provides counseling in money management practices. Residents work a full day at local companies and receive the same pay as regular employees. Evaluation thus far has been informal; the work release counselor reports that the recidivism rate of the releasees has been three out of 42 participants compared with the jail's total recidivism rate of 25 percent.

Teaching and learning methods: Approximately 99 percent of the program consists of on-the-job training. Inmates are being trained as laborers working at a cork plant, and working as roofers and welders at other local companies. Evening academic courses are offered by the Chesapeake school system for those inmates interested in attending.

Participants in the program are paid the same salary as regular employees. The earnings are turned over to the work-release staff where they are held or distributed according to pre-arranged agreement between the inmate and the counselor. Usually the earnings go toward fines and support payments; in some cases inmates reduce their sentences by paying off their financial obligations at an early date. Any excess earnings remaining after required payments are given to the releasee when his sentence is completed.

Implementation requirements and costs: The program operates on funds from LEAA and the city of Chesapeake. Approximately $21,000 is provided from LEAA for salaries and nominal local travel, and about $1300 from the city covers employee benefits and the station wagon used to transport trainees.

Jail costs are decreased by requiring participants to pay $15 per week for board.

The average age of Chesapeake Jail inmates is 28 and average length of confinement is three to four months.

Student selection methods: Prospective trainees are considered from those inmates who have been convicted of lesser offenses. Screening is done by the work release counselor. This process includes a personal interview with the resident, an examination of the resident's background, conduct, and police record, verification of information given by the inmate on work release applications, and the location of and discussion with the potential employer. On the basis of this information the counselor recommends a resident to the sheriff for entry into the program. The recommendation must then be approved by the sentencing judge.

Course administration: Working with funds from LEAA and the city of Chesapeake, the Chesapeake Sheriff's Department operates the program, finding work for the releasees and transporting them to and from places of employment.

Staff: A full-time work release counselor screens the candidates, obtains employment for them, acts as a liaison between the employer and releasee, works with the releasee in the managing of the money he earns, and provides needed counseling. A full-time secretary is responsible for record keeping, and a part-time transportation officer takes the men to and from the jail to their respective places of employment each day.

Evaluation: Formal evaluation data has not been compiled, although the work release counselor cites the low recidivism rate (3 out of 42) as a measure of the success of the program.

Supplementary services: A work release steering committee functions in an advisory capacity, providing guidance regarding policies and acting as a liaison between the program and the community. Committee members include a local labor representative, an employment commission representative, a minister, an official from the school administration for the city of Chesapeake, and two members of the sheriff's department.

The work release counselor provides informal counseling for the trainees. Topics include money management, family relationships, and personal needs. The counselor believes such sessions are major factors in the success of the program because they provide a close working relationship between the counselor and the releasee.

History and development: The original proposal for the program came from the Chesapeake Social Services Bureau and the Chesapeake Sheriff's Department. Representatives from these groups believed that rehabilitative efforts should begin at the misdemeanant level where corrections officials could help detained individuals get a job, develop good working habits, and meet financial obligations during incarceration. The program began operating in August 1971. Future plans include expanding the program to admit work-releasees from the nearby cities of Virginia Beach and Nansemond.

SUMMARY OUTLINE

Program title: Mobile Training Units

Special features: Transportable, short term, audio-visually programmed.

Job skills taught: Any number of job skills or services could be offered in a mobile unit. New Jersey's units offer courses in automotive tune-up, touch typing, keypunch, graphics, plastics technology, engine repair, and pre-occupational screening.

Length of courses: Each program is designed to be completed within 30-40 hours of class time.

Number of trainees: Several classes of students can be accommodated in a day, up to 24 at a time in one class.

Administration: The Bureau of Special Needs and Cooperative Education, Division of Vocational Education, State of New Jersey.

Staff: Each unit is managed by one instructor. An aide may also be assigned.

Cost and funding: The implementation costs of these programs vary from $10,000 to $50,000. Operating costs average about $3,000 per unit per month. Each van costs $18,000 to $26,000, depending on size. Funding was provided by the Vocational Education Act of 1963- 1968.

Descriptive materials available: Bureau of Special Needs and Cooperative Education.

Location: These units have rotated among institutions and schools in New Jersey, usually stationed four to six weeks in each location.

Contact: John R. Wyllie, director, Bureau of Special Needs and Cooperative Education, Division of Vocational Education, Department of Education, 225 West State Street, Trenton, New Jersey 08625.

Summary: Traveling vans outfitted with a variety of programmed training materials offer short-term, high-impact learning experiences for many audiences. Used in conjunction with prisons or high schools they add alternatives to fixed curriculum without the usual problems of space, funding, teachers, and equipment duplicated in a number of sites. Learning is quickly reinforced with hands-on experience and audio-visuals.

Teaching and learning methods: New Jersey has used these vans to demonstrate innovative programs of vocational education to school communities and provide exposure, training and evaluation for adults, school dropouts and students with special needs. Correctional facilities meet this criteria. Each of the units is described briefly below:

Pre-Occupational Evaluation Unit: In ten self-contained carrels designed by Singer/Graflex, trainees can discover through hands-on experience and audio-visuals the tools and activities used in a variety of work environments. The work assigned begins with basic tools and moves the participant through bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodworking and carpentry, refrigeration, air conditioning and hearing, welding and soldering, clerical sales, and needle trades. The participant's evaluation of her or his own interests and competencies is combined with the evaluator's assessment to form a picture of job training most suitable for each person.

Industrial Training Unit: Simulated work tasks used in a group context serve as another form of screening device to determine interests, work habits, attitudes, aptitudes, and abilities of each participant. Closed circuit television allows taping of a live employment interview in the first phase of training. The second phase introduces a variety of business forms. The third phase deals with manufacturing and assembly line work. Phase four is a performance review.

Business Training Unit: A thirty-hour Lumisonic Touch Typing course uses an approach where students see, hear, and react through the use of lighted keys projected on an enlarged typewriter. A keypunch course in this same mobile unit teaches students to program the 402 accounting machine, use a sorter, and reproduce keypunched cards.

Automotive Tune-up: "Training with the Pros" is a visual and manipulative learning experience in the field of automotive tune-up mechanics. Workbooks offer step-by-step drawings and instruction followed by practice. Motivation is reinforced through color slides and voice tapes of three professional athletes who stress the value of work/practice/work in their lives. This system has been adopted by the Shell Oil Company and by Ford in its Denver Training Center.

Vocational Typing Unit: Twelve 20-minute programmed sessions, developed by Automated Instruction, Inc., use color motion pictures to teach the typewriter keyboard by color coding. The second phase reinforces typing skills without the color crutch through individualized textbooks geared to the speed and learning ability of the student. Combined with office machines, this unit offers practical application of typing skills.

Graphic Communications Unit: Offset lithography, layout design, composition, photography, platemaking, and presswork are taught in individual work stations. Students develop their own notebook which becomes a working manual of the techniques of printing. A certificate is granted at the completion of this course.

Plastics Technology: Equipment and technical background for the course was contributed by the New Jersey Society of Plastic Engineers. In addition, members of the Society serve as consultants to keep the training up-to-date. The course introduces the student to the operation of various plastic manufacturing machinery and procedures--injection molding, blow molding, fiberglass construction, rotational molding, hot stamping extruding, mixing of color into plastics, and cutting and sealing plastics. Materials produced are given to the students. A working knowledge of each machine will have been gained at the end of the instruction.

Outboard Marine Engine Repair: Designed by Ken Cook Transnational Corporation, this course offers automated instruction using sight, sound and touch. Each work station contains descriptive slides synchronized to a four track tape and is outfitted with appropriate engine parts and tools. Work sheets become a repair manual for the specific engine the student has trained on, as well as a manual for outboard engines in general.

Small Engine Repair Unit: Also designed by Ken Cook, this course introduces the student to lawn mowers, mini-bikes, and pumps as well as serving as a basic course for auto mechanics. The method is similar to the Outboard Marine course. An Introduction to Hand and Measuring Tools developed by Thiokol Corporation and an Introduction to Automotive Brake Systems developed by Bud Moss Corporation are taught at separate study stations in this mobile unit.

Implementation requirements: Each mobile unit is equipped with such items as closed circuit television, a movie projector, screen, record player, tape recorder, filmstrips and slide projector, blackboard and bulletin boards. This may present a security problem in some environments. The vans are attached via a "pigtail" hook-up to a building which can offer telephone service and power for the air conditioning and heating system. The process of hooking up usually takes one or two days.

Student selection methods: It is important that any institution using a mobile unit designate a linking person to screen prospective trainees and relate them to appropriate follow-up programs and services after training. Since staff members of the units are not usually involved within the institution, the linking person is crucial to the success and smoothness of the effort.

Evaluation: Staff members of the mobile units make an evaluation report to the institution following the visit.

History and development: The National Vocational Education Act of 1963 authorized the development of innovative training programs for relatively unskilled people, giving them the opportunity to upgrade their skills or be trained for new jobs. These units were developed in New Jersey as a response to that need.

SUMMARY OUTLINE

Program title: PACE Institute. (Programmed Activities for Correctional Education for inmates of the Cook County Jail)

Special features: Programmed materials, learning stations, intensive counseling, and large-scale supportive services program. Extensive community cooperation.

Job skills taught: A basic education and pre-vocational program. Offers entry level skills in auto mechanics, building trades, electricity, and metal work clusters.

Length of course: Full day sessions for an average of 4.5 months.

Number of trainees: 407 enrolled during first three years; 120 in program, spring, 1973.

Administration: Fund-raising and community relations handled by non-profit Institute with board of directors made-up of area civic leaders. Education program administered by Chicago Board of Education.

Staff: 24 professional employees including five vocational shop teachers.

Cost and funding: Anticipated expenses, 1973: $389,000; elements of the program could be offered separately for much less. Funding from LEAA, MDTA, fund-raising campaigns.

Descriptive and curriculum materials available: Scores of textbooks, skill materials, and test batteries are used. Lists available from Institute. PACE is well prepared to answer inquiries. Detailed descriptions of operations are available.

Contact: John Erwin, executive director; or Jack Solomon, director of training, PACE Institute, 2600 South California Avenue, Chicago, Illinois 60608.

Summary: PACE Institute is an independent basic education and pre-vocational training school housed in its own buildings within the walls of the massive Cook County (Chicago) Jail. Materials and procedures have been developed there for an intensive program of testing, counseling, and training using programmed materials and learning stations. The costly project is funded by grants from various government agencies and by private contributions. Preliminary studies indicate that graduates of PACE have a recidivism rate considerably lower than that for the institution as a whole.

Teaching-learning methods: PACE trainees are tested upon entry to determine their educational and skill levels. After a goal-setting interview with a learning manager (teacher), trainees enter the basic education program where they work with programmed materials that are designed to improve skills in math, reading, and language, and to promote career awareness. After two or three months of basic education, the trainee begins to divide his time between the basic education classrooms and the vocational and pre-vocational training areas. As a prelude to actual entry level vocational training, the student progresses through a series of work sample tasks designed by the Jewish Employment and Vocational Service of Philadelphia. (See page 305 for report on Pre-Vocational Evaluation through Work Samples.) The work samples introduce the trainee to 28 tasks involving handling, inspecting, manipulating, routine checking, and classification. An evaluator observes the trainee's progress with the work samples and helps channel the student to appropriate training in the shop area.

A series of skill stations is available in the shop area, with each station offering an opportunity for the student to master a technique commonly required in auto mechanics, building trades, electronics, or metalwork. Learning managers in the shop area attempt to introduce the trainee to all facets of the trade under study, and coordinated programmed materials explaining career ladders are available in the basic education classrooms.

Implementation requirements and costs: The most obvious obstacle to starting a program similar to PACE is the high cost. Much of the expenditure was necessary because Cook County Jail is severely overcrowded and could not provide space for the program. New buildings were therefore needed. A prison with extra space could implement a similar program at a much lower cost. However, duplication of the large PACE staff would require ongoing annual expenditures in the hundreds of thousands of dollars.

The success of the PACE Institute in raising the needed money is largely due to the spirited public relations effort launched by the program's founder, John Erwin, the jail chaplain. Erwin was able to make the most of community spirit and newspaper publicity in soliciting support for the institute. For less ambitious institutions, some of the materials and methods of PACE could be duplicated at a relatively low cost. The program is especially suited for implementation in jails, juvenile facilities, or short-term holding institutions.

More than 100 private foundations and corporations have contributed to PACE Institute. Small donations have come in from hundreds of private citizens. State and federal agencies have been responsible for hundreds of thousands of dollars in aid. The total investment in PACE will soon top the million dollar mark.

Anticipated operating expenses for 1973 were $389,000 for support of the program which serves 120 inmates. When the enrollment increases to 380 in 1977, PACE planners say expenditures will increase to $525,000 per year. Much of the initial investment in PACE has gone into its two buildings, a 10,000 square foot metal building costing $180,000 to install, and a new permanent basic education building nearly twice as large, completed at a cost of about $300,000.

Among the government agencies contributing to PACE are the Illinois Law Enforcement Commission (LEAA), which has granted about $250,000 for buildings, and the Federal Manpower Development and Training Act, which provides the operating funds through the Chicago Board of Education.

The institute has also received support from millionaire Chicago businessman W. Clement Stone.

Student selection methods:

Trainees are selected following interviews with the project staff. Motivation is a prime consideration, as is the trainee's attitude toward the jail and toward job training. Before entering the program, the trainee must sign a contract agreeing to abide by the rules and to complete the training program.

Inmates say they consider themselves lucky to get into the program, and probably enjoy special status within the jail when they do. Only about 120 in a prison of more than 2,000 can currently be accommodated. Most Cook County Jail inmates with sentences long enough to qualify them for vocational training languish in the general education program of the jail. Cramped conditions and typical prison industry-style courses in the general education program make PACE look especially attractive by comparison.

Course administration: PACE Institute is a non-profit corporation headed by the Rev. John Erwin, a Cook County Jail chaplain who conceived PACE and drummed up public support for it. Officers of the corporation are Chicago area civic leaders. However, the educational staff of the institute, which is employed by the Chicago Public Schools, various state departments, and by PACE itself, is responsible for operating the program. Erwin serves as a community liaison with no direct authority over the ongoing program. Officials of the Cook County Department of Corrections, including department Executive Director Winston Moore, cooperate in providing security services and coordination with the custody staff.

Staff: The education program is run by Jack Solomon, who is responsible for holding together an organization that must serve many masters. Solomon is constantly involved in coordinating PACE operations with the Department of Corrections, the Board of Directors of the corporation, and the many Federal and State agencies which provide funding and staff. Solomon is employed by the Chicago Board of Education, and is a former high school teacher and administrator.

Learning managers: Five teachers, employed by the school board, work in the basic programmed education area. An additional five teachers run the vocational shop area. They are responsible for outlining programs for trainees, providing individual assistance, and filling out long and complex forms used to evaluate trainee progress.

Counselors: Two certificated counselors conduct individual and group counseling sessions, maintain extensive files on each student, and in general handle all areas of counseling which are related to basic education and social skills.

Vocational counselor: Four vocational counselors are provided by the Illinois State Employment Service. They are responsible for evaluating the labor market, interpreting the test scores of the trainees, and relating the skill achievements of the students to possible job openings. One of the counselors is designated as a job developer, and spends most of his time in the field cultivating contacts with employers. Two counselors supervise the work sample stations.

Follow-up coordinators: Performing many of the responsibilities commonly handled by a parole officer, the five PACE follow-up coordinators are in most cases the only contact the Institute has with its graduates. The coordinator evaluates each trainee who is about to be released, and determines what services will be needed. The coordinator may attempt to locate housing for the trainee, or to make sure he lives in a neighborhood where he is not likely to fall into old patterns. The coordinator offers initial training in basic social skills which convicts need to operate in the world of work. In some cases, that may include teaching the newly released graduate to ride the bus or to use the telephone.

Volunteer Coordinator: A full-time staff member is responsible for screening and scheduling volunteer tutors.

Evaluation: Evaluation figures available in early 1973 showed that 358 men had completed the program. The following breakdown was offered by the staff:

In high school or college	6
In vocational training schools	4
Expelled from program (still in jail)	10
Employed	91
Unemployed	111

Resentenced to jail	48
Sent to prison	23
Cannot be located	56
Incapacitated or dead	9

The figures as reported by the Institute indicate a recidivism rate of about 20 percent, compared to a 70 percent rate for the institution as a whole. A report from PACE on wages of employed graduates indicates an average hourly wage of $2.93. Further information offered by the Institute indicates that of 69 PACE students who have taken the GED examination, 56 have passed. Of 23 who took the elementary school GED examination, 18 passed. Two have graduated from high school since leaving, and 20 have completed a vocational training course.

Because PACE enjoys a good reputation in the institution, competition is sometimes keen, and it is possible that the low recidivism rate of the program is owed partly to selection of the most likely to succeed. However, a look at the backgrounds of the trainees shows that many have long criminal records and could ordinarily be expected to repeat.

Evaluation by trainees: Four students selected at random and interviewed privately were almost totally favorable in their evaluation. None of the interviewees were eligible for parole or serving an indeterminate sentence. They were told that they would not be identified by name. One trainee, who hoped to land a job as a welder, said he was discouraged at first when he found out how low his basic education level was. But his rapid rate of advancement has been encouraging, he said. Another trainee said that in two months he had advanced nearly two years in English and one year in math.

All trainees interviewed said they were optimistic about their prospects for gaining the skills they would need to enter vocational school or get a job.

Supplementary Services: A wide range of counseling and job placement services is offered, along with follow-up counseling for released graduates.

PACE Vanguard, a volunteer program, brings tutors into the Institution at night and coordinates 180 volunteers who offer special classes ranging from an Alcoholics Anonymous chapter to short courses in art, black history, creative writing, and public speaking.

Project Support, closely associated with PACE, operates a transition house exclusively for PACE graduates. About 27 men can live at the house while attending school, seeking employment, or adjusting to a new job.

History and development: The Institute began operations in early 1970 following an initial public support and fund-raising campaign by Chaplain John Erwin. The rapid expansion of the institute, which more than doubled both its floor space and staff between 1971 and 1973, is probably owed to a combination of public relations and community support. Both elements are boosted by members of the Institute's board of directors and support committee, which include the governor, Chicago Mayor Richard Daley, the county sheriff, and many wealthy and powerful civic leaders concerned with crime control.

SUMMARY OUTLINE

Program title: Pre-Vocational Evaluation Through Work Samples

Special features: Non-verbal diagnostic tool

Job skills taught: The client is introduced to 28 tasks involving handling, inspecting, manipulating, routine checking and classifying, and crafts, giving the evaluator an opportunity to observe a complex range of aptitudes, interests, and behavior. Clients may progress at their own rate.

Length of course: Two weeks is the maximum length of time allotted to complete the 28 work samples. Five to seven days is average completion time.

Number of trainees: Fifteen at one time can be accommodated, maximum of five clients per evaluator.

Administration: Materials, forms, training of personnel, and technical assistance is provided by the Jewish Employment and Vocational Service of Philadelphia (JEVS).

Staff: Three full-time evaluators are required to evaluate 15 clients simultaneously.

Cost and funding: The Philadelphia JEVS Work Sample system can be purchased by facilities with HEW, Social and Rehabiliation Service grants for approximately $4,200. This includes hardware, shipping and handling charges, training and technical assistance. The same equipment and service can be made available to any facility by special arrangement with JEVS.

Descriptive materials: Available from JEVS.

Location: PACE Institute, Cook County Jail, Chicago, Illinois; Blue Ridge Community Pre-release Center, Greenville, South Carolina; and many other sites not affiliated with corrections.

Contact: Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, Pennsylvania 19103.

Summary: As a diagnostic tool in classifying persons who will need further training, and as a means of motivating people who have failed to find satisfying employment, the Work Sample program proposes to clarify the screening process preceding vocational training for many kinds of jobs in industry and business.

The 28 work samples have been related to "Worker Trait Group Arrangements" in the U.S. Department of Labor's Dictionary of Occupational Titles. Special attention is paid to the way the client operates within a small group setting. Forty percent of those who received this assistance were placed in jobs as compared to 23 percent of those in a control group who received normal counseling without the Work Sample evaluation.

Teaching and learning methods: The client begins the battery with the simplest task--assembling three sizes of nuts, bolts, and washers. Geared to the fourth grade level, instructions are given orally, or written as the task may require. The instructions and manuals are available in Spanish as well as English. In successive tasks of increasing complexity, the client letters signs, couples sections of pipe, solders a square of tin, takes apart and reassembles a stepladder, door lock, and telephone, sorts colored tiles, computes postage, proofreads, and cuts and bastes a blouse pattern. The evaluator is trained to observe not only the client's manipulative skills, but his mannerisms, communication with other clients, physical problems, cooperativeness, reaction to criticism and praise, ability to work under pressure, punctuality, neatness, comprehension of instructions, attention span, and color and spatial discrimination.

At the end of the evaluation period, the evaluator and client meet to discuss the experience. Feedback offered by both the client and evaluator becomes the basis for clarifying the client's interests, strengths, and weaknesses.

Implementation requirements: A work space roughly 30 feet x 50 feet is required. The work samples are usually performed at work tables. Counseling areas should be partitioned for privacy. Because of the extensive recordkeeping, clerical help is recommended.

Client selection methods: This program is most suitable for disadvantaged populations who experience difficulties in taking standardized tests because of previous failure experience in school and at work. Consequently, the reading level of all samples is low (fourth grade) and work pressures are kept minimal. The program is also very useful for physically and emotionally handicapped persons, as well as those in school systems and other institutions.

Evaluation: In comparing 268 disadvantaged clients who went through the Work Sample program with a control group of 206 who received normal counseling without a Work Sample evaluation, JEVS found that 40 percent of the experimental group were placed in jobs, as compared to 23 percent of the control group. After three months, 34 percent of the Work Sample group were still employed compared to 19 percent of the control group. The U.S. Department of Labor was so impressed that they expanded their funding of the project to nine additional cities and one rural area. JEVS expects to compile a central data bank that will provide continuing research capabilities.

Staff members visited a Work Sample program in use with multilingual clients at a manpower training center in New Bedford, Massachusetts. The evaluator here had been with the program two years and praised the support received from JEVS. He said that a representative visited every six months and technical assistance was available by telephone at any time.

History and development: The techniques applied in the Work Sample program were developed to test and advance the work abilities of European refugees in the 1930's. Later, with adaptations, they were introduced to physically and mentally handicapped clients. The program, now modified and developed to serve all disabilities, is being used across the country in CEP (Concentrated Employment Program) manpower training centers; PACE Institute, Cook County Jail, Chicago, Illinois; and the Blue Ridge Community Pre-release Center, Greenville, South Carolina; school systems; rehabilitation workshops; and universities.

SUMMARY OUTLINE

Program title: Robert F. Kennedy Youth Center Introductory Vocational Program

Special features: Mixed classes of female and male residents, performance objectives, token reward system.

Job skills taught: Introductory and advanced training is offered in air conditioning and refrigeration, power technology, fluid technology, interpretive blueprint reading, graphic arts, photography, data processing, electricity/electronics, metals, construction, manufacturing technology, plastic technology (vacuum, fiberglass layouts), construction electricity, and office and clerical skills.

Length of course: 100 hours per course, average.

Number of trainees: Varies with each class and student interest. In mid-1973 maximum class size was 20. About 325 students participate.

Administration: The courses are administered through the educational services department.

Staff requirements: One instructor per class, total of 15 college-trained teachers.

Cost and funding summary: Approximately $350,000 annually for instructors, equipment, operational costs, and support personnel.

Descriptive materials: A descriptive booklet on the youth center and performance objective handbooks for each course are available from the center.

Location: Robert F. Kennedy Youth Center, Morgantown, West Virginia 26505.

Contact: Dana G. Straight, supervisor of education, same address.

Summary: The Robert F. Kennedy Youth Center offers a series of introductory industrial literacy courses designed to help Center residents determine which vocational areas interest them. When taken separately, the 100 hour courses offer brief overviews of each industry. When taken in combination, they offer entry level skills. For example, students may take manufacturing technology, electricity, and construction to prepare them for jobs as electricians' helpers. Another student may take graphic arts and photography to obtain entry level skills in the printing industry.

Students follow performance objective checklists to course completion. Classes operate on flexible scheduling; token reinforcements are used. No evaluation data has been collected.

Teaching and learning methods: Individualized instruction is keyed to performance objectives in classroom and shop activities. Shop equipment is used exclusively for training purposes; the vocational classes are not involved in institution maintenance.

At the start of each course students are given a list of performance objectives written by the course instructor. When one objective is completed and checked by the instructor, the student proceeds to another task. The courses are operated on a flexible scheduling pattern of six 45-minute periods per day. Students choose which periods they wish to spend in class. For example, one student may spend three periods working on a performance objective for the electronics class while another student may require only one period to complete the same assignment. When students complete all performance objectives, they have finished the course. For the average student, this takes 100 hours; some may require as few as 60 hours.

Each performance objective has a dollar value. Weekly paychecks are distributed on the basis of completed objectives. For the average student this amounts to $2.50 per week.

Advanced vocational training is offered in four ways: (a) students within 60-90 days of release may participate in training-release jobs in the Morgantown area; (b) students may work with Center maintenance personnel and receive practical training; (c) students may work with course instructors on individual projects; and (d) students may continue training as shop aides.

Implementation requirements and costs: Vocational teachers must be willing to write performance objectives for their courses. For those teachers unfamiliar with preparing such objectives, instruction would be necessary. Teachers must also be willing to adapt to flexible scheduling. The youth center spends $350,000 per year for the industrial literacy courses. The money goes for instructors' salaries, support personnel, supplies, rental fees on equipment such as keypunch machines, purchased equipment, and utilities for classes serving 325 students.

Student selection: Residents, commonly called "wards," are assigned to cottages when they arrive. Each cottage has a treatment team consisting of one caseworker, one counselor, and one representative from the vocational/academic education department. The team tests and screens each ward, and on the basis of scores and interests makes recommendations for vocational areas. Many wards pick the classes they wish to take and if enrollment is open and the team approves, the ward is accepted. Since the courses are considered introductory, interest is the primary prerequisite.

Course administration: Courses in both vocational and academic instruction are administered by the Center's education department, operating with funds from the Bureau of Prisons. The majority of the $350,000 spent on vocational education comes from Federal Prison Industries educational allotments; some comes from general institution funds.

Staff: There is one instructor per class. While teachers are not required to be certificated, all have college degrees.

Evaluation: There has been no evaluation data collected on the vocational students. Center staff members report that they are trying to design a follow-up procedure that will work. Past efforts have failed to provide meaningful information on students after parole.

Supplementary services: A vocational rehabilitation agency representative assists in finding employment or additional training opportunities upon release. The team counselors also maintain contact with the ward's family and potential employers in the ward's home town area.

SUMMARY OUTLINE

Program title: Singer/Graflex Vocational Evaluation System

Special features: Ten work stations, one week evaluation.

Job skills: Introduction to skills used in needle trades, masonry, sheet metal, cooking and baking, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodworking and carpentry, refrigeration, air conditioning and heating, welding and soldering, and clerical work.

Length of programs: One week.

Number of participants: 10 per session.

Administration: Manpower development and training centers, vocational technical schools, rehabilitation centers, and correctional institutions.

Staff: Two evaluators, or an evaluator and aide, work as a team.

Cost and funding: Each portable work station costs $960; the entire program can be purchased for about $10,000.

Descriptive materials are available from the Singer Company.

Location: According to Singer, over 200 facilities across the country are presently using the system. It is currently in use in mobile units with prisons in New Jersey and Massachusetts.

Contact: The marketing manager, Vocational and Educational Systems, Manpower Training Division, Singer/Graflex Division, 3750 Monroe Avenue, Rochester, New York 14603. For information about use in prisons, contact: John R. Wyllie, Director, Bureau of Special Needs and Cooperative Education, Division of Vocational Education, Department of Education, 225 West State Street, Trenton, New Jersey 08625; Gerald O'Laughlin, supervisor of education, Massachusetts Department of Corrections, 100 Cambridge Street, Boston, Massachusetts 02202.

Summary: In portable cubicles called "work stations" individuals can discover through self-paced hands-on experience the tools and activities used in a variety of work environments. As a step toward appropriate training and employment, clients can evaluate their own interests and competencies with the assistance of a job counselor or evaluator.

Teaching and learning methods: In introducing the client to the work stations, the counselor explains that this is not a pass/fail situation, but rather a chance to explore a variety of simulated work environments. Instructions on tape, in Spanish or English, explain the various tools in each work area and coordinate with filmed scenes of people actually doing jobs related to these tools. Following this audio-visual orientation the client is asked to indicate his or her interest in the jobs described, a question which is asked again after the client has had an opportunity to manipulate the tools and tasks assigned. Performance in each work station is rated by both the evaluator-counselor and the client on a five-point scale. These ratings, matched with another questionnaire to tap job interest, provide the client with a personal profile. As a final review the counselor interprets these ratings and offers descriptions of training opportunities and occupational projections in an effort to help the client select the particular job area most suitable to his further training or employment.

Implementation requirements and costs: Each work station is portable (36" wide x 36" deep x 19" high) and is designed to be self-standing or to sit on top of a desk. The work stations can be set up in a space 30 ft. x 12 ft. An evaluator's manual, evaluation forms, and an instructional filmstrip are provided with the vocational work stations. All audio-visual equipment and tools are provided in the self-contained unit.

Client selection: The program is especially suitable for people with verbal deficiencies because it does not rely on reading and writing skills. An important link in the system is the person assigned by the correctional institution to move prospective clients toward the work station evaluation and relate the client to the next step--specific work training, remedial education, or placement in a specific job.

Staff: Essential for the team of two evaluators ~~is~~ familiarity with the cultural, physical, or emotional handicaps of the people being served.

Evaluation: A comparison by Dennis Dunn, associate professor, School of Education, University of Wisconsin-Stout, of the Singer program with two similar systems, the JEVS Work Samples and the TOWER, which was developed by the Institute for the Crippled and Disabled in New York City indicated:

1. The TOWER and JEVS programs stress realistic work settings as compared to Singer's work cubicles.
2. Client involvement with the evaluator during the work process is more extensive in the Singer program although there is relatively little opportunity for accurate feedback from the client.
3. Repetition of tasks is possible within the Singer program, but not allowed with the JEVS. In the TOWER program repetition is encouraged for upgrading of scores.
4. Scoring emphasis is on both time and quality of effort in the JEVS program; the other two score only quality of the finished product.
5. Rating is on a five-point scale in the Singer and TOWER systems: three-point scale with JEVS is more clearly defined.

6. The format of the final report is more extensive and structured in JEVS; Singer suggests a more narrative style.
7. The Singer program offers extensive amounts of occupational information.
8. The Singer and TOWER programs are primarily oriented toward training rather than job placement; JEVS is oriented toward both.
9. Singer does not require special training of staff; JEVS and TOWER offer training, and JEVS offers on-site technical assistance as well.

Supplementary services: In one mobile unit where the Singer program was set up a reading diagnostic area was added to provide a profile of the client's communication skills and remedial needs. Slide-tapes of simulated employment interviews and an explanation of tax deductions and forms were used as a basis for supplementary group discussions.

History and development: Developed by the Singer/Graflex Company in 1966 for the Breckinridge Job Corps Center, the work station was conceived as a more effective diagnostic tool than the traditional paper and pencil interest tests for people labeled as "disadvantaged." The program has undergone revision and addition. Singer will work with any organization to tailor the program to meet particular requirements.

SUMMARY OUTLINE

Program title: Arthur Campbell High School

Special features: Fully accredited high school within prison walls.

Job skills taught: Entry level skills in welding, air conditioning, drafting, barbering, auto mechanics, auto-servicing, auto body repair, offset printing, and building trades.

Length of course: Similar to regular high school. Students offered diplomas and GED certificates.

Number of trainees: Average enrollment is 175. About 70 inmates received diplomas during first two years of operation.

Administration: Independent, fully accredited high school administered by a staff responsible to the warden.

Staff: 25 certificated instructors, principal.

Cost and funding: $270,000 annual budget. Funds from department of corrections.

Descriptive and curriculum materials: A curriculum guide covering all classes is available from the institution.

Location: Indiana Youth Center.

Contact: Gene Combs, director of education, Arthur Campbell High School, Indiana Youth Center, P.O. Box 127, Plainfield, Indiana 46168.

CHAPTER SEVEN

ORGANIZATIONAL METHODS

Summary: A fully accredited high school, housed in its own building inside the prison, offers nine vocational training programs and the traditional selection of basic high school academic subjects. Inadequate funding has hampered the program, and the money shortage is given as the reason for the lack of evaluation and follow-up services. The high school is not connected with any school district, and is administered by the state department of corrections. Officials say careful attention is given to the coordination of the academic and vocational subjects, and cite this coordination as one of the main benefits of a high-school-within-the-walls arrangement.

Teaching-learning methods: The high school offers a traditional program in basic education which is designed to provide practical skills that will benefit trainees in the vocational programs. Educational theory is applied to the training through the use of curriculum guides and behavioral objectives. Classroom instruction is coupled with hands-on experience that contributes to prison maintenance. The offset printing class, for example, handles the printing needs of the institution.

Implementation requirements and costs: The high school building is the center of the Indiana Youth Center, an institution designed to emphasize education and constructed at a cost of about ten million dollars. Equipment and furniture for the high school cost $180,000. The annual budget is about $270,000. All but $12,000 for supplies and materials goes to pay the faculty salaries. Funding is provided by the state through the department of corrections. Money and the willingness of a department of corrections to operate a traditional high school seem to be the only implementation requirements.

Administration and staff: The school offered its first class in 1970 following the completion of the institution that was a long-time goal of the state director of corrections. The director saw the institution as an education facility, with training assuming an equal place with custody. The school is organized in the usual high school manner, with a director (principal) and a faculty of 25 fully certificated instructors. There are 25 classrooms, including 11 vocational areas. Average enrollment is 175 in an institution of 250 inmates. The director of the school is responsible to the warden. The school has no connection with any school district. It is fully accredited by the North Central Association of Schools and Colleges, and grants diplomas recognized by the state department of education. GED certificates are also offered.

Evaluation: School officials say they have been unable to evaluate the program because of a severe lack of funds. They are currently seeking a grant from the Law Enforcement Assistance Administration to evaluate job placement of graduates. No estimates of placement were offered. About 70 inmates received diplomas from the school during the first two years of operation.

Administrators say graduates' chances of getting and holding jobs should be good. They point out that since the high school is new, all equipment used in vocational training courses is up to date.

SUMMARY OUTLINE

Program title: Associated Marine Institutes

Special features: Behavior modification for delinquent youth. Alternative to incarceration. Community cooperation.

Job skills taught: Behavior modification stressed over specific job training. Pre-vocational and entry level skills for research technician, diver technician, underwater photographer, seaman, marketing of tropical fish.

Length of course: Full-day schedules five days per week for average of seven months.

Number of trainees: Average enrollment of 30 at Tampa Marine Institute.

Administration: A network of independent, community controlled training centers with administrative services provided by flagship Florida Ocean Sciences Institute.

Staff: Representative staffing pattern at Tampa Marine Institute includes a director, five instructors, job developer, counselor.

Cost and funding summary: State division of youth services funds network from state budget. Previous funding from MDTA, LEAA. Estimated implementation cost for one institute, $35,000 to $50,000. Annual operations budget at Tampa Marine Institute, $195,000.

Descriptive and curriculum materials available: General brochure available. Detailed inquiries answered on individual basis.

Location: Four institutes of a projected 11 were in operation in 1973 in Deerfield Beach, Tampa, St. Petersburg, and Jacksonville.

Contact: Robert Rosof, president, Florida Ocean Sciences Institute, 1605 S.E. Third Street, Deerfield Beach, Florida 33441, or Gerald Soderquist, program director, Tampa Marine Institute, 1310 Shoreline Drive, Tampa, Florida 33605.

Summary: Delinquent youth are assigned to regional training centers where it is hoped that exposure to the discipline of diving and marine science in a behavior modification program will direct them away from criminal behavior. Specific job skills are not emphasized, but the basic methods could be modified to do so. Training programs are in operation at Florida Ocean Sciences Institute, Deerfield Beach; Tampa Marine Institute, Tampa; Pinellas Marine Institute, St. Petersburg; and Jacksonville Marine Institute, Jacksonville. Regional centers grew out of the Florida Ocean Sciences Institute (FOSI). Tampa Marine Institute (TMI) was the first regional center, and this report focuses on its program.

Teaching and learning methods: Students are assisted in outlining individual goals in six academic and five behavioral areas in a goal-setting program set up by researchers from Florida State University and institute personnel. Student performance is then compared to the individual goals. A behavior modification effort uses a point system to reward acceptable behavior by students who earn points by scoring well on examinations, attending regularly, demonstrating acceptable behavior and attitude, and volunteering for assignments. When enough points are accumulated, students are rewarded with boat trips, trophies, dinners, and recreational programs. TMI features a variety of marine science and seamanship courses supplemented by a basic education program certified by the county school system. Diving instructors are certificated by the National Association of Underwater Instructors, and may therefore issue diving certificates to students. The diving program is limited to snorkel and S.C.U.B.A.; no instruction is offered in hardhat diving or underwater construction. Administrators say the Institute's vocational goals include preparing students for more advanced diving schools or other vocational training, as well as providing a job cluster background. Curriculum areas include seamanship, life saving, diving, three phases of marine science, math, underwater photography, first aid, aquarium technology, and remedial reading. Administrators say the marine-related skills can also be effectively applied to many land-based occupations.

Training time is divided among traditional classrooms, shop areas, and field work. Classroom instruction features chalk-and-talk in austere cubicles. Students are more likely to complain about classroom sessions than other parts of the program, and often fail to see relationships between lectures and field exercises. Students are, of course, most receptive to long cruises in the Caribbean, where they sometimes go to take marine specimens, do geodetic surveys, or explore sunken ships. TMI has a fluctuating supply of donated boats from which students study seamanship and marine science. Since the Institute building is nestled among shrimp fisheries on the docks of Tampa Bay, students have constant access to marine experiences.

Implementation requirements and costs: The rapid growth of the network of marine institutes is largely attributable to cooperation and support received from public officials. Administrators see good public relations and community support as essential features. State legislators interested in juvenile delinquency treatment programs have been especially helpful in placing the institutes under the continuing sponsorship of the state budget.

TMI director Gerald Soderquist suggests an implementation budget of $35,000 to $50,000 for an institute such as his. Costs will vary depending on the extent of building remodeling required and the amount of equipment purchased. Community cooperation has helped keep costs down, since interested citizens have been willing to see that some equipment and services are donated or provided at token costs. The annual budget for TMI runs about $195,000, almost all of it provided by the state division of youth services. The institutes have received funding from LEAA and MDTA, and have supplemented their incomes by conducting a boat donation program that allows yachts to be sold through the institutes to provide tax breaks for their owners.

Student selection methods: Students are referred to the institute by the youth services division of the state. Most students are school dropouts, probationers, or residents of foster homes. They are between 15 and 18 years of age; most are 15 or 16. In one class of 30 students at TMI, 27 had court records, with a total of 219 judicial offenses among them. After referral, students are interviewed and tested at the Institute, then admitted for a 30-day evaluation period.

Administration: Each institute is a private non-profit corporation with its own board of directors drawn from the community in which it is located. Resentment to outside operation of the institutes was detected early in the expansion program, and administrators moved quickly to assure community participation in planning and operating the training centers. The institutes are collectively known as the Associated Marine Institutes, and the three new institutes have contracts with the Florida Ocean Sciences Institute under which technical assistance and administrative services are provided.

In turn, the institutes operate under contract with the state division of youth services which provides money with few strings attached.

Staff: TMI has five full-time instructors, a secretary, two drivers who provide student transportation, a job developer and counselor, and a counselor supplied by the division of youth services. A part-time vocational rehabilitation counselor participates in group sessions. The director came to TMI from Florida Ocean Sciences Institute.

Evaluation: TMI boasts a recidivism rate of 7.6 percent from the opening of the Institute in May 1972 through mid-1973. Of 11 students who completed the program, eight were employed, one was in the Navy, one had been disabled, and one was in a foster home. Eleven students who lasted through the 30-day trial period were dropped from the program before completion.

Evaluation by trainees: Students express mixed feelings about TMI. They respect the staff, and indicate that positive and effective role models are being supplied. A sampling of students privately discussed misgivings about the value of the vocational instruction, stating that equipment was inadequate and realistic training in the field lacking. (The TMI director reports that extensive efforts have been made since the student interviews to upgrade the equipment collection.) Students said that TMI was definitely superior to other schools they had attended, yet expressed absolute hostility toward the traditional classroom instruction offered there. Students seemed virtually unaware of the behavior modification aspects of the Institute program.

History and development: In 1969 youth camp inmates were assigned to summer jobs at Florida Ocean Sciences Institute, a private research firm connected with a nearby university. When the summer experiment was judged successful, FOSI president Robert Rosof joined impressed public officials in creating and finding funds for a formal pre-vocational program in marine sciences.

The focus of FOSI then changed from oceanographic research to training for delinquent youth. Local school systems became involved, a state legislator made the program a personal project, and FOSI started receiving national attention. A plan was soon developed to expand the program to 11 regions. The Tampa Institute opened in April 1972 followed by the St. Petersburg facility in August of 1972, and the Jacksonville Institute in January 1973. The state legislature was expected to act on funds for other institutes in 1974.

SUMMARY OUTLINE

Program title: The Correctional School District

Special features: Single administrative agency for delivery of educational services.

Administration: Usually administered by a superintendent or director of education who has direct supervision of teaching staffs of all correctional institutions of the state; a school board or committee may be policy-making or advisory in function, and are usually appointed.

Funding: U.S. Office of Education, U.S. Department of Labor, Law Enforcement Assistance Administration, state department of education, division of vocational education are traditional sources of funds. The budget for the correctional school district is usually appropriated as a unit through action of the state legislature.

Descriptive materials are available in this report and also from the following:

Contacts:

Allen Harbort, Superintendent
Correctional School District
Department of Health and Social Services
P.O. Box 669
Madison, Wisconsin 53701

Dr. Lane Murray, Superintendent
Windham School District
Department of Corrections
Box 99
Huntsville, Texas 77340

Edmund Gubbins, Director of Education
Department of Corrections
340 Capitol Avenue
Hartford, Connecticut 06106

J. Clark Esarey, Superintendent of Education
Department of Corrections
301 Armory Building
Springfield, Illinois 62706

Dr. Daniel Sullivan, Superintendent of Schools
Department of Institutions and Agencies
1901 N. Olden Avenue Extension
Trenton, New Jersey 08618

Traditionally, educational services for prisoners have been a low priority. Programs have been funded by a variety of agencies, federal and state, and have lacked continuity, coordination, and consistency. Funding has been undependable and constraining. Consequently, correctional administrators have tended to avoid the frustration, and potentially effective programs have been thwarted.

Several states have seen the correctional school district as a means of resolving some of these difficulties. Wisconsin has had a correctional school district since 1965, Texas and Connecticut since 1969, and New Jersey and Illinois joined the ranks in 1972.

Establishing a single administrative agency for delivery of educational services within the department of corrections may produce more questions than answers. It will require special legislative action, a restructuring of the table of organization, and a focusing of educational goals and philosophy for corrections.

How useful is the school district approach? And what are some of the difficulties a corrections system might expect to encounter with it?

Cost and funding: As a bona fide local education agency (LEA) the correctional school district has access to funding from the U.S. Office of Education and its state department of vocational education, as well as its traditional sources. the Department of Labor and the Law Enforcement Assistance Administration. However, expectations of greater wealth may be misleading.

According to Connecticut's director of correctional education, Edmund Gubbins, there is no automatic guarantee that having a school district will fill the coffers. He urges new school districts to set up their total education budget as a request for full state appropriation with an addended statement of anticipated receipts, or reimbursable funding from outside sources. The full appropriation then allows planning and staffing to take place in advance of federal grants so that continuity of programming is achieved. Another means of strengthening the educational budget is to combine it with the budget for prison industries. This may raise questions of tenure, certification, and equalization of salaries for industry staff people.

The Windham School District of Texas discovered that as the task of keeping records and coordinating expenditures grew, so did the need for a business manager. As in other correctional school districts, there is no community tax base. All funding must come through the state. In Texas as in Connecticut this budget is based on tabulation of average daily attendance and classroom teacher units. The Texas formula is included at the end of this chapter. Administrative costs must be added to the funds allotted for education if a correctional school district is established.

Administration: Assuming a reasonable commitment of monies from the state, the education budget for all correctional institutions is usually placed under the direct control of a single person--a superintendent or director of education. Ideally, this person will have experience and qualifications equal to that of superintendents in the public school ranks. As a participant in state-wide and national meetings, he or she will be personally responsible for increasing the status of correctional education within the profession. Dr. Lane Murray has become a national spokeswoman for the Windham School District.

Within the corrections system superintendents of education usually serve directly under the Commissioner of Corrections and have direct supervision of the teaching staffs of all institutions and facilities in the system. This can cause conflict with prison administrators who see their role undermined. Illinois carefully involved prison administrators, as well as state educators, in its school district planning. In New Jersey the superintendent is on line with the director of correction and parole, both of whom report to the commissioner of institutions and agencies.

Those designing legislation to create a school district should recognize that the size, means of selection, length of term, and function of the school board or committee, if there is to be one, are crucial to the superintendent's flexibility as an administrator. Wisconsin does not have such a board. In Connecticut, rather than a school committee, there is an advisory board on which the superintendent serves as secretary. Because of its broad representation from labor, education, banking, broadcasting, and other areas outside corrections, its recommendations often have the same impact as policies, according to Gubbins.

Philosophy and goals: The correctional school district is seen by its advocates as a more efficient vehicle for providing educational services. New funding sources, increased status for education in corrections, more equal educational opportunities for both inmates and staff, centralization of planning, and continuity of programming are some of the expected advantages. Others suggest that a correctional school district is merely another bureaucracy, subject to the traditional pitfalls of political manipulation, rigidity, and insensitivity to human need.

In Wisconsin, where nearly two thirds of the state's prisoners are enrolled in the correctional school system, Superintendent Harbort finds the single administrative agency allows more flexibility for transferring good programs from one institution to another. Rather than making the correctional system duplicate the public school model, he sees a larger goal. "We decided our task was to change behavior," Harbort explains. "Once an inmate's academic level is determined, an educational program is developed to meet his needs and the inmate becomes involved in that process." In his eight years with the Wisconsin correctional school system he has seen education become a high priority. Now as planning for community-based treatment is stressed, he is concerned that the offender will lose the specialized programs offered in the institutions.

Harbort, a veteran of 22 years of public school administration, sees the correctional school system as a resource service to the state. He has worked diligently to establish a strong liaison with public school educators. Department of corrections staff members, based in each of the main public schools of Milwaukee to which juvenile offenders return, offer specialized help to these youngsters and their teachers. Public school teachers were offered a course taught by teachers from the correctional school system on the behavior of delinquents at the University of Wisconsin during the summer of 1973. The Wisconsin experience indicates that a philosophy of dealing with the offender in an educational environment can be shaped and fostered effectively with a single administrative structure.

Illinois also sees the correctional school district as an important opportunity to bring new learning resources to an especially handicapped student population. A flexible approach, geared to individual needs, was stressed in eight goals identified in an extensive dialogue between public school officials and corrections personnel during the planning stages for the new correctional school district:

In Massachusetts, where a bill to create a school district is before the legislature, educational programming for correctional staff as well as inmates has been included in the plan.

Connecticut has tried to increase the interest of its inmates in education by providing incentive pay and possibilities for earning reduction on time to be served for those attending classes. Its school district was created only two years after all county and state correctional facilities were combined as one department of corrections. The move toward centralization was seen as a continuous process.

Implementation of goals may vary from state to state, but in the process of restructuring, as state and federal funds are coordinated, planning for programs centralized in a single agency, the goals of education and training should be integrated with all phases of treatment from sentencing to parole.

Included here are copies of the enabling legislation for Texas, Illinois, Connecticut, Massachusetts, and New Jersey. Additional information on the Texas program offers an example of a table of organization, a job description for superintendent, a formula for funding, and a public relations effort.

Article 6203b-2
Senate Bill No. 35

DEPARTMENT OF CORRECTIONS - SCHOOLS

A BILL TO BE ENTITLED

AN ACT

relating to the establishment and operation of schools at the various units of the Department of Corrections; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. The Board of Corrections may establish and operate schools at the various units of the Department of Corrections.

Section 2. All persons incarcerated in the Department of Corrections who are not high school graduates are eligible to attend such schools.

Section 3. The Board of Corrections may accept grants from both public and private organizations and expend such funds for the purposes of operating the schools.

Section 4. The total cost of operating the schools authorized by this Act shall be borne entirely by the state and shall be paid from the Foundation School Program Fund. Such costs shall be considered annually by the Foundation School Fund Budget Committee and included in estimating the funds needed for purposes of the Foundation School Program. An estimate of costs for the 1968-1969 school year shall be certified to the comptroller by the committee within 30 days after the effective date of this Act. No part of the operating costs herein provided for shall be charged to any of the school districts of this state.

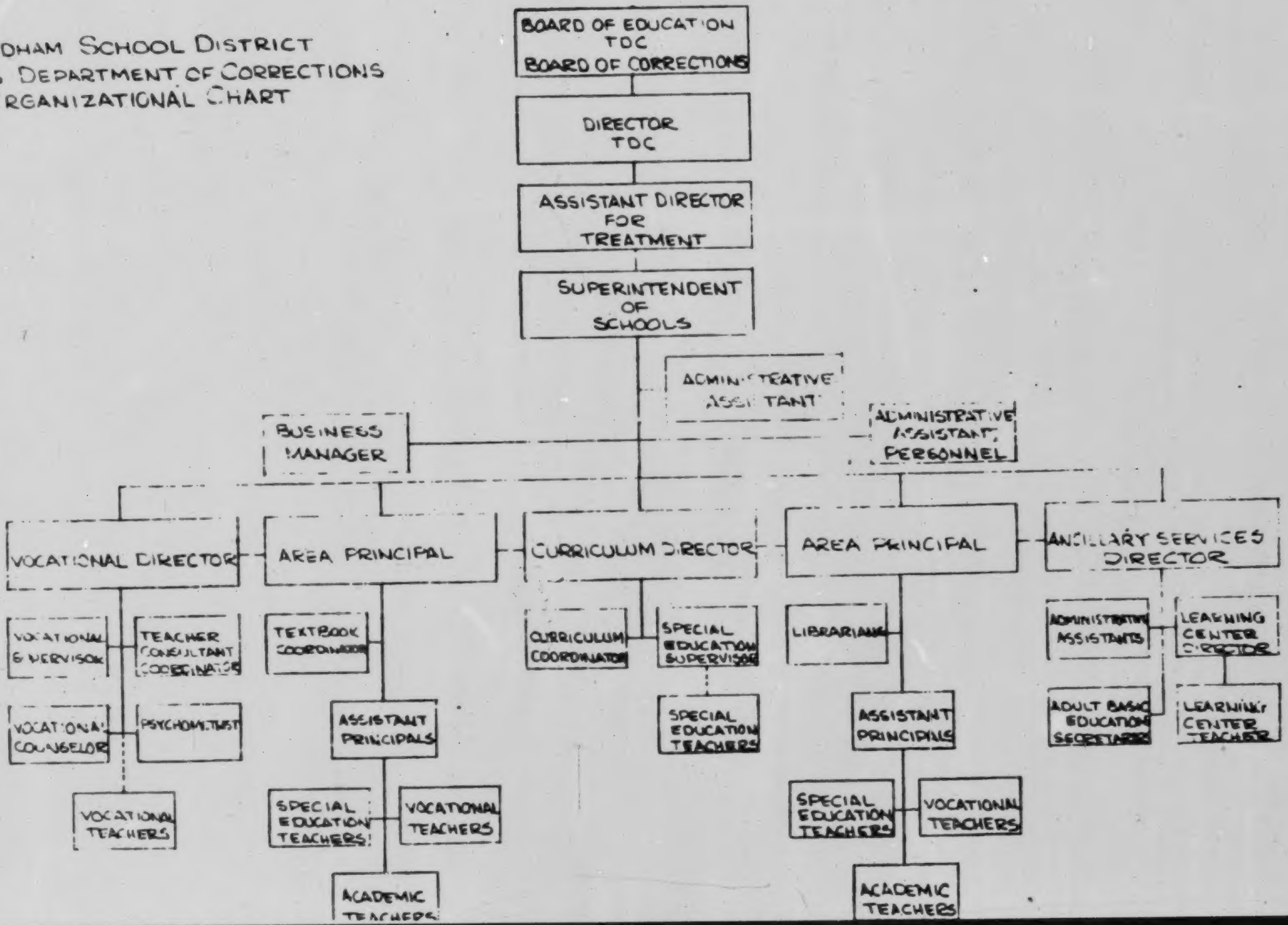
Section 5. A formula for the allocation of professional units and other operating expenses shall be developed by the Central Education Agency and approved by the State Board of Education.

Section 6. This Act is effective for the school year of 1968-1969 and thereafter.

Section 7. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the Constitutional Rule requiring bills to be read on three several days in each house be suspended, and this Rule is hereby suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted.

Effective March 18, 1969

WINDHAM SCHOOL DISTRICT
TEXAS DEPARTMENT OF CORRECTIONS
ORGANIZATIONAL CHART


BOARD OF EDUCATION TDC BOARD OF CORRECTIONS
DIRECTOR TDC
ASSISTANT DIRECTOR FOR TREATMENT
SUPERINTENDENT OF SCHOOLS
ADMINISTRATIVE ASSISTANT
BUSINESS MANAGER
ADMINISTRATIVE ASSISTANT, PERSONNEL
VOCATIONAL DIRECTOR
AREA PRINCIPAL
CURRICULUM DIRECTOR
AREA PRINCIPAL
ANCILLARY SERVICES DIRECTOR
VOCATIONAL SUPERVISOR
TEACHER CONSULTANT COORDINATOR
VOCATIONAL COUNSELOR
PSYCHOMETRIST
VOCATIONAL TEACHERS
TEXTBOOK COORDINATOR
ASSISTANT PRINCIPALS
SPECIAL EDUCATION TEACHERS
VOCATIONAL TEACHERS
ACADEMIC TEACHERS
CURRICULUM COORDINATOR
SPECIAL EDUCATION SUPERVISOR
SPECIAL EDUCATION TEACHERS
LIBRARIANS
ASSISTANT PRINCIPALS
SPECIAL EDUCATION TEACHERS
VOCATIONAL TEACHERS
ACADEMIC TEACHERS
ADMINISTRATIVE ASSISTANTS
LEARNING CENTER DIRECTOR
ADULT BASIC EDUCATION SECRETARIES
LEARNING CENTER TEACHER

Texas Department of Corrections

SUPERINTENDENT OF SCHOOLS

Job Description

Supervision received: Under the administrative direction of the Director of the Department of Corrections and Assistant Director for Treatment, with legal responsibility to the Windham Board of Trustees, which is composed of the members of the Board of Corrections.

Supervision exercised: Supervises two full-time principals, one curriculum coordinator, one vocational director, one special education supervisor, one adult basic education director and through these, a comprehensive academic/vocational program employing approximately 100 professional teachers and staff members and involving approximately 7,000 adult inmate students.

Duties and responsibilities: Using wide latitude for planning educational programs in accordance with policies set forth by the Texas Education Agency, performs following tasks:

1. Devises and recommends policies and procedures for implementing a unique educational program in a correctional setting for adult inmates, grades 1-12, including academic, vocational and special education areas.

2. Assigns personnel to positions according to professional preparation and program needs.

3. Directs the expenditure of state and federal funds for the annual budget. Insures proper accountability of funds for audit purposes; insures coordination of record keeping between Windham District office, Texas Department of Corrections fiscal officer, and Texas Education Agency.

4. Consults with college and university professors and staff to encourage their involvement (1) in the development of a comprehensive education program to meet the divergent needs of inmates, (2) to enhance the professional growth of Windham teachers through special courses and (3) to encourage research.

5. Consults with Associate and Assistant Commissioners and Division Directors of Texas Education Agency to solve problems peculiar to Windham in such areas as teacher certification, curriculum and instruction, average daily attendance, payrolling, textbooks, accreditation, school audits, special education and vocational education.

6. Utilizes resources of regional service centers, including consultants, film library, instructional materials center, etc.

7. Plans with staff innovative and experimental programs; supervises the preparation of proposals for grants; directs research projects; appraises student progress through testing program.

8. Confers with professional librarian for continuous upgrading of unit libraries to meet and maintain accreditation standards.

9. Consults with wardens and staff regularly on 13 different campus locations (prison units) to eliminate conflict between educational program and security and to promote growth of educational program.

10. Meets and confers with penal educators from other states who visit the Windham program and conducts interviews with news writers for press releases.

11. Participates in educational and correctional professional organization conferences on state and national levels.

12. Encourages the professional growth and directs the inservice training of faculty and staff.

TEXAS DEPARTMENT OF CORRECTIONS
Inter-Office Communications

From Mr. John Rathke

Date June 25, 1971

To Dr. Lane Murray

Subject ADA Formula

The following formula was established for calculating Average Daily Attendance and Classroom Teaching Units for Windham School District, Texas Department of Corrections:

1. Formula

$$\frac{\text{Aggregate Hours of Attendance}}{6 \times 220} = \text{Average Daily Attendance}$$

$$\frac{\text{Average Daily Attendance}}{25} = \text{Classroom Teaching Units}$$

2. Formula applied to 1970-71 attendance

   a. Aggregate Hours: 1,410,479.75

   b. Days of Attendance 9-1-70 through 5-31-71: 181

$1{,}410{,}479.75 \div 6 \times 181\ (1086) = 1298.7845$ ADA

1298.7845 ADA $\div 25 = 51.95$ CTU

A Texas School System Operates Behind Prison Bars

by William E. McCullough

About the author:
The author is employed by the Texas Education Agency to serve as liaison person to the Texas Department of Corrections. His 13-year experience in the corrections field covers probation work, citizen education, and service with the Texas Youth Council as psychiatric social worker and director of a placement program for parolees.

Dr Lane Murray, Superintendent, Windham School District, Texas Department of Corrections, the only female superintendent of a public school within a prison, asks, "What is it like to be mentally retarded, unable to read and write, unable to speak fluent English, and have no skills with which to earn a livelihood? It's no wonder they commit crimes, and now their problems will be compounded by the stigma of a prison record."

Certainly the group with all of these severe handicaps is only a minute part of the 16,000 inmates under the control of the Texas Department of Corrections. However, about half of the 16,000 do score below 5.0 on a standardized educational achievement test and 33 percent score below 75 on a standardized intelligence test.

These inmates bring to a learning experience almost insurmountable mental and emotional problems. In order to provide educational opportunities to these persons, the Windham School District, designated a public school in October 1969 by the State Legislature of Texas, has set up specialized programs. At the same time it offers a more standard curriculum to those with less severe problems.

Windham School District, with administrative offices at Huntsville, Texas, conducts academic and vocational classes in 12 prison units for more than 7,500 inmates scattered over a 200-mile radius. Any inmate, regardless of age, who is not a high school graduate, is eligible to attend. Primary financing is received from the Texas School Foundation Program (the state public school fund) and federal funds available under the Vocational Education Amendments of 1968.

The Foundation Program funds support administrative costs and teachers' salaries. Vocational equipment and ancillary services are provided with funds allocated under the 1968 Amendments. Since these federal funds are available for equipment, the Windham School District is not faced with the problem of having to use outdated equipment, a difficulty common to many prison programs.

Dr Murray gives credit for much of the progress made to the Occupational Education and Technology Division of the Texas Education Agency and John R. Guemple, Associate Commissioner, under whose general supervision the program has been placed.

The Superintendent's Philosophy

Dr Murray's philosophy of prison education is that "it should offer students the opportunity to evaluate themselves in terms of deficiencies in skills and knowledge, provide the means for removing these deficiencies, and develop the attitudes to adjust to a more meaningful role within their future environment."

The Windham School District is dedicated to this philosophy. Its main thrust is to equip inmates with occupational knowledge and skills in order that they may take advantage of opportunities on the labor market in the free world. The curriculum is occupation oriented. In October 1972, 34 vocational courses were being taught to more than 606 students. Space and equipment were available for nine more courses to begin as soon as teachers are available.

Qualified and acceptable teachers who are willing to work in a prison school on a public school teacher's pay scale are sometimes difficult to find. Windham, however, has been successful in recruiting a capable faculty, some of whom have taken a salary reduction in order to accept the challenge of teaching in this interesting and unusual school district.

Failure Syndrome

Failure in school often leads to failure in society. It also coincides many times with the beginning of criminal behavior. Windham takes two approaches to helping reverse this failure syndrome.

First, it applies the results of tests given by the Diagnostic Unit of the prison system by placing inmates at the academic level and in a vocational course in which they can succeed. All inmates, male and female, spend their first few weeks in prison at the Diagnostic Unit taking psychological, IQ, and educational achievement tests before being assigned to a prison unit.

The second approach to breaking the failure cycle is that a non-graded system is used to measure progress of inmates in the prison school. Thus an inmate can advance to the extent that he is capable and motivated. To determine progress, achievement tests are administered regularly. Significantly, inmates advance on the average of one grade a year even though they attend school only one day a week.

An all "A" student graduate from the junior college program had this to say of the Windham system. "The experience of small success in the classroom (one of the few success-oriented arenas in the prison) and the resulting outcome are often the first opportunities for recognition of constructive behavior."

A less scholarly inmate taking a welding course told a reporter for *Echo*, the Texas Department of Corrections inmate newspaper, "Man, this vocational training is where it's at!"

Compulsory For Some

Inmates who score less than a fifth-grade equivalency on standardized tests are required by the Board of Corrections to attend school at least six hours a week. For the other inmates who are not high school graduates, attending academic or vocational classes is a privilege. To be released from their jobs in prison industry to attend classes, they must qualify through the point incentive program of the prison.

More than half of the approximately 16,000 inmates are currently involved in some accredited educational program.

Upon assignment to a vocational course, the inmate attends class five days a week until he has completed the course. Generally, effort is made to time an inmate's completion of a course to his release date from prison.

the direction of Charles Wilson, range from old standards like welding, auto mechanics, auto body repair, cabinet making, building trades, meat cutting, culinary arts, and plumbing to courses like audiovisual aid repair and radiator repair. Special testing is provided prospective vocational students by a psychometrist assisted by a teacher aide. These staff positions are supported with funds set aside for the disadvantaged by the Vocational Amendments of 1968.

Selection from qualified inmates to fill openings in vocational classes is a cooperative effort of Windham, the warden, and other prison personnel. Experience has shown that inmates become easier to manage because of their participation in the Windham program. This can be an important consideration in the relationship between prison personnel and school people working in the confines of a prison unit with problem students.

Post-Secondary Opportunities

For inmates with a high school diploma or General Educational Development certificate, the Texas Department of Corrections has one of the most extensive prison programs in the nation. Initiated in 1964 under the direction of Alonzo Langley, the junior college program now has more than 1,400 academic and vocational students enrolled in classes in 12 prison units.

Instructors for the junior college program come from Henderson, Alvin, Lee, and Brazosport Community Colleges to teach behind the walls. Two laboratory classes are bussed to the Alvin campus on Saturday morning to use equipment in the biology lab. Vocational students can obtain advanced instruction in air conditioning and refrigeration repair, auto mechanics, welding, television and radio repair, drafting, and machine shop.

Some Need Special Education

To serve inmates with severe learning handicaps, Windham employs 15 special education teachers. Among them are two bilingual teachers who work with Spanish-speaking inmates. Class size is kept small with instruction related to occupational areas. Special education students attend class one day a week just as do those who attend other academic classes.

There has been a tendency to relegate such inmates to manual labor jobs where they have no opportunity for exposure to a skilled trade which might motivate them to learn trades commensurate with their abilities. However, there is evidence of improved relationships between the special education program and prison industry. For example, the warden of one of the prison units has agreed to pair a slow learner with a skilled inmate once a operating machinery in the region. William Sweet, special education supervisor, considers such evidence to be an encouraging prospect for the handicapped inmate.

Free World Orientation

However skilled an inmate may have become through courses taken in prison, he may still feel shaky about what lies in store for him when he leaves. "Suppose a fellow employee is angry because you have received a promotion he should have had and threatens to tell the boss about your prison record. This will result in your being fired. What would you do?"

This is the kind of hypothetical situation posed to experimental occupational orientation classes given by Windham to inmates to prepare them for problems that might arise in the free world. Recognizing the problem, participating in role playing, and class discussion of alternative solutions give some feeling of security and take some of the threat out of leaving prison.

What to say about a prison record to a prospective employer or how to explain where you received your vocational training can pose a problem if not given some thought beforehand. Some of the inmates became so interested in the subject that they wrote some material for use by the teacher and two coordinators developing the course. The importance of the course can be appreciated when it is recognized that public offenders are usually the victims of their own impulsiveness and poor judgment, regardless of how high they score on an IQ test.

Scenes from the documentary film on the Windham School District, *Tatoo My Soul, Make Straight My Mind,* graphically portray some of the role playing done in the occupational orientation class. This quality film, developed for teaching purposes for the Texas Department of Corrections personnel, is available on request from Dr. Lane Murray, Superintendent, Windham School District, Texas Department of Corrections, Huntsville, Texas 77340.

Brightening the Environment

The Texas Department of Corrections plans to continue improvement of the educational system in its prisons. In August 1972 a modern new education building at the women's unit was dedicated. It was funded by the Governor's Criminal Justice Council.

In addition to classrooms, the building has facilities for secondary vocational training in cosmetology, homemaking, vocational office education, and floriculture.

This air-conditioned building with its multi-color scheme will surprise most experienced penologists accustomed to drab prison environments. The quality of the equipment which has been make the most demanding teacher envious. Windham School District will furnish the faculty.

Follow-Up To Be Attempted

The effectiveness of Windham's programs can be specifically demonstrated at this time only by participation and graduation statistics. In addition to the already referred to numbers of inmates actively engaged in course work at various academic levels, 29 associate art degrees and 1,135 high school equivalency certificates were awarded last year at formal graduation ceremonies.

How well the inmates apply their training is difficult to determine because of the elusive nature of the ex-inmate once he is in the free world. Most wish to disassociate themselves from their prison experience, and this makes it difficult to locate them.

Lee College has been given a sizable grant to locate a large sample of their former vocational students. The study will try to determine the effectiveness of the Lee College instruction program and the part the college can play in helping the inmate effect a successful adjustment when he is released.

Windham School District is developing a follow-up research program on its own vocational graduates. There will be a continuous data collection system which will depend on the voluntary cooperation of ex-inmates over a number of years. The system employs the use of mailed questionnaires. Inmates are oriented while still in class to the use of the questionnaire, its purpose, and the necessity for it.

Long Overdue

As early as 1870 the American Correctional Association strongly advocated rehabilitation rather than punishment as the major objective of a prison. More than one hundred years later society is finally beginning to agree, under the pressure of burgeoning crime rates, that prisons should rehabilitate, but there is still a wide divergence in correctional philosophies. It is generally agreed that education plays a vital role in the rehabilitation of the public offender.

Dr. Murray and Mr. Langley are to be commended for the progress they have made possible in this neglected area of our criminal justice system. The system they have built is unique because it combines correctional treatment with the best efforts of professionally trained teachers. Hopefully, this will give inmates an improved self-image and will make them more responsible, law-abiding citizens with the skills to earn a livelihood when they return to the free world.

STATE OF CONNECTICUT
STATUTES FOR FORMULATION OF SPECIAL SCHOOL DISTRICT AND POWERS OF DISTRICT

Sec. 18-99a. Creation and administration of special school district. (a) The commissioner of correction may establish a special school district within the state department of correction for the education or assistance of any person sentenced or transferred to any institution of the department until released from its control, including but not limited to any person on parole.

(b) The commissioner of correction, in consultation with the council of correction, shall administer, coordinate and control the operations of said special school district and shall be responsible for the overall supervision and direction of all courses and activities of said special school district and shall establish such vocational and academic education, research and statistics, training and development services and programs as he considers necessary or advisable in the best interests of the persons benefitting therefrom.

(1969, P.A. 636, S. 1,2.) Effective June 24, 1969.

Sec. 18-99b. Powers of district. Cooperation with federal government. (a) Said special school district acting by the commissioner of correction in consultation with the council of correction shall have the power to (1) establish and maintain within the department of correction such schools of different grades as the commissioner may fromtime to time require and deem necessary in the best interests of those persons sentenced or transferred to any institution of the department, including but not limited to any person on parole, (2) establish and maintain within the department such school libraries as may from time to time be required in connection with the educational courses, services and programs authorized by this act, (3) purchase, receive, hold and convey personal property for school purposes and equip and supply such schools with necessary furniture and other appendages, (4) make agreements and regulations for the establishing and conducting of such schools as are authorized under said sections and employ and dismiss, in accordance with the applicable provisions of section 10-151, such teachers as are necessary to carry out the intent of said sections, and to pay their salaries, (5) receive any federal funds or aid made available to the state for rehabilitative or other programs and shall be eligible for and may receive any other funds or aid whether private, state or otherwise, to be used for the purposes of said sections.

(b) Said special school district acting by the commissioner of correction in consultation with the council of correction may, pursuant to agreements, cooperate with the federal government in carrying out the purposes of any federal acts pertaining to vocational rehabilitation, and may adopt such methods of administration as are found by the federal government to be necessary for the proper and efficient operation of such agreements or plans for vocational or other rehabilitation in correctional institutions, and may comply with such conditions as may be necessary to secure the full benefit of all such federal funds available. (1969,P.A. 636,S.3,4) Effective June 24, 1969.

PUBLIC ACT 77 1779

AN ACT to add Sections 13-40, 13-41, 13-42, 13-43, 13-44 and 13-45 to "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 13-40, 13-41, 13-42, 13-43, 13-44 and 13-45 are added to "The School Code", approved March 18, 1961, as amended, the added sections to read as follows:

Sec. 13-40. To increase the effectiveness of the Department of Corrections and thereby to better serve the interests of the people of Illinois the following bill is presented.

Its purpose is to enhance the quality and scope of education for inmates and wards within the Department of Corrections so that they will be better motivated and better equipped to restore themselves to constructive and law abiding lives in the community. The specific measure sought is the creation of a school district within the Department so that its educational programs can meet the needs of persons committed and so the resources of public education at the state and federal levels are best used, all of the same being contemplated within the provisions of the Illinois State Constitution of 1970 which provides that "A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities." Therefore, on July 1, 1972, a Department of Corrections school district is established for the education of inmates and wards within the Department of Corrections and the said district may establish primary, secondary, vocational, adult, special and advanced educational schools as provided in the School Code, as now or hereafter amended. The Board of Education for this district shall with the aid and advice of professional educational personnel of the Department of Corrections and the Office of the Superintendent of Public Instruction determine the needs and type of schools and the curriculum for each school within the school district and may proceed to establish the same through existing means within present and future appropriations, federal and state school funds, vocational rehabilitation grants and funds and all other funds, gifts and grants, private or public, including federal funds, but not exclusive to the said sources but inclusive of all funds which might be available for school purposes. The school district shall first organize a school system for the Adult Division of the Department of Corrections to go into effect July 1, 1972. A school system for the Juvenile Division shall subsequently be organized and put into effect under this school district at such time as the school board shall determine necessary.

Sec. 13-41. The Board of Education for this school district shall be composed of the Director of the Department of Corrections, the Assistant Director of the Juvenile Division and the Assistant Director of the Adult Division of said Department. Of the remaining members, 2 shall be appointed by the Director of the Department of Corrections and 4 shall be appointed by the Superintendent of Public Instruction, at least one of whom shall have knowledge of, or experience in, vocational education and one of whom shall have knowledge of, or experience in, higher and continuing education. Subsequent to the initial appointments all members of the Board shall hold office for a period of 3 years. One of the initial appointees of the Director of the Department of Corrections and the Superintendent of Public Instruction shall be for a one-year term. One of the initial appointees of the Superintendent of Public Instruction shall be for a two-year term. The remaining initial appointees shall serve for a three-year term. Vacancies shall be filled in like manner for the unexpired balance of the term. The members appointed shall be selected so far as is practicable on the basis of their knowledge of, or experience in, problems of education in correctional, vocational and general educational institutions. Members shall serve without compensation, but shall be reimbursed for reasonable expenses incurred in the performance of their duties.

Sec. 13-42. The President of the Board of Education shall be the Director of the Department of Corrections and the Secretary of said Board of Education shall be designated at the first regular meeting of said Board of Education. The Board shall hold regular meetings upon the call of the Chairman or any 3 members at such times as they may designate so long as they meet at least 6 times a year. Public notice of meetings must be given as prescribed in Sections 2.02 and 2.03 of "An Act in relation to meetings", approved July 11, 1957, as heretofore or hereafter amended. No official business shall be transacted by the Board except at a regular or special meeting. A majority of said Board shall constitute a quorum.

The Board shall keep a record of the official acts of the Board and shall make reports as required by the Superintendent of Public Instruction or the Chief State Educational Officer or the Illinois State School Board and any reports required which shall be applicable to this type of school district and specifically shall maintain records to substantiate all district claims for State aid in accordance with regulations prescribed by the Superintendent of Public Instruction or by the Chief State Educational Officer and the Illinois State Board of Education and to retain such records for a period of three years.

The Board of Education may have its organizational meeting at any time after July 1, 1972, then fixing a time and place for regular meetings. It shall then enter upon the discharge of its duties. However, for the purpose of planning, and organizing said District, the Department of Corrections shall have authority to act after passage and approval of this Act.

The Board shall be supplied such clerical employee or employees as are necessary for the efficient operation by the Department of Corrections.

Sec. 13-43. The Board of Education shall have the duties set out in Sections 13-43.1 through 13-43.20:

Sec. 13-43.1. To report to the County Superintendent within ten days after their employment the names of all teachers employed, with the dates of the beginning of their term of service.

Sec. 13-43.2. To adopt and enforce all necessary rules and for the management and government of the public schools of their district.

Sec. 13-43.3. To visit and inspect the public schools as the good of the schools may require.

Sec. 13-43.4. To close the schools during the holding of Teachers Institute.

Sec. 13-43.5. To establish schools of different grades and levels and types as enumerated in Section 13-40 of this Act, and to adopt regulations for the admission of pupils into them.

Sec. 13-43.6. To employ a superintendent who shall have charge of the administration of the schools under the direction of the Board of Education. In addition to the administrative duties, the superintendent shall make recommendations to the Board concerning the budget, building plans, the location of sites, the selection of textbooks, instructional material and courses of study. The superintendent shall keep or cause to be kept the records and accounts as directed and required of the Board, aid in making reports required by the Board, and perform such other duties as the Board may delegate to him.

or facility within said district and to establish district wide schools at one or more locations for special purposes, and is empowered to enter into agreements with local school districts for the purpose of using their facilities or coordinating facilities for a more efficient use of funds, personnel, physical plants and other combined available resources. The Board shall also determine the type of textbooks and apparatus for said schools.

Sec. 13-43.15. To name the various individual schools but said names need not be associated or identified with the institution or facility within which they are situated, the same may be named for distinguished American educators.

Sec. 13-43.16. The Board of Education shall comply with and require all facilities within the school district to comply with the rules, regulations, statutes, both state and federal which are applicable to the individual unit. This includes primary, secondary, vocational, adult educational, special educational and advanced educational schools.

Sec. 13-43.17. To employ teacher personnel in accordance with the Personnel Code, of the State of Illinois, including Provisional Appointments, and such teacher personnel will be subject to Article 16 of the "Illinois Pension Code" and shall not be subject to Article 14 of that Code; and shall be subject to the "Personnel Code." The Board may also utilize personnel as set forth in Sec. 10-22.34 of this Act as well as vocational and occupational instructors.

Sec. 13-43.18. To develop through consultation with the staff of the Department of Corrections and the staff of the Office of the Superintendent of Public Instruction educational goals and objectives for the correctional education programs planned for or conducted by the district, along with the methods for evaluating the extent to which the goals and objectives are or have been achieved and to develop by July 1, 1973, a complete financial control system for all educational funds and programs operated by the school district.

Sec. 13-43.19. To develop and annually revise an educational plan for achieving the goals and objectives called for in Sec. 13.43.18 for both the Adult and Juvenile Divisions of the Department of Corrections with specific recommendations for inmate educational assessment, curriculum, staffing and other necessary considerations.

Sec. 13-43.20. To develop a method or methods for allocating state funds to the Board for expenditure within the various divisions and/or for programs conducted by the Board, and to annually determine the average per capita cost of students in the Juvenile Division and the average per capita cost of students in the Adult Division for education classes and/or programs required to accomplish the educational goals and objectives and programs specified in Sec. 13-43.18 and Sec. 13-43.19 and recommend to the Superintendent of Public Instruction by July 15 of each year the per capita amount necessary to operate the correction school district's educational program for the following fiscal year.

Sec. 13-44. Other provisions, duties and conditions of the Department of Corrections School District are set out in Sections 13-44.1 through 13-44.5.

Sec. 13-44.1. All acts of school personnel, including the Board of Education, shall be acts in a governmental capacity, this includes personnel as set forth in Sec. 10-22.34 of this Act whose services the Board may utilize.

Sec. 13-44.2. There shall be no restriction as to the age of students in this program and said district shall have all the benefits, financial and otherwise, regardless of the age of its *students, including State and Federal grants and aid Common School Fund, Vocational Rehabilitation Funds, and this shall apply to those inmates or wards who have not completed grade or high school and those taking vocational courses and advanced courses.*

Sec. 13-44.3. In order to fully carry out the purpose of this Act, the said School District through its Board or designated supervisory personnel, with the approval of the Director of the Department of Corrections, may authorize field trips outside of the particular institution or facility where a school is established and may remove students therefrom or may with the approval of the Director of the Department of Corrections transfer inmates and wards to other schools and other facilities where particular subject matter or facilities are more suited to or are needed to complete said inmates or wards education. Further, the Assistant Director of the Adult Division of the Department of Corrections or the Assistant Director of the Juvenile Division may authorize an educational furlough for an inmate or ward to attend institutions of higher education, other schools, vocational or technical schools or enroll and attend classes in subjects not available within the School District, to be financed by the inmate or ward or any grant or scholarship which may be available, or applicable therefore, including school aid funds of any kind when approved by the Board and the Director of the Department.

The Department of Corrections may extend the limits of the place of confinement of an inmate or inmates, ward or wards, under the above conditions and for the above purposes, to leave for the aforesaid reasons, the confines of such place, accompanied or unaccompanied, in the discretion of the Director of such Department by a custodial agent or educational personnel.

The willful failure of an inmate or ward to remain within the extended limits of his confinement or to return within the time prescribed to the place of confinement designated by the Department of Corrections in granting such extension or ordered to return by the custodial personnel or the educational personnel or other departmental order shall be deemed an escape from the custody of such Department and punishable as provided in Section 17 of "An Act in relation to the Illinois State Penitentiary," approved June 30, 1933, as now or hereafter amended as to the Adult Division inmates, and the applicable provision of the Juvenile Court Act shall apply to wards of the Juvenile Division who might abscond.

Sec. 13-44.4. An educational fund shall be established wherein all moneys received from the Common School Fund, Federal Aid and grants, Vocational, Educational funds and grants, gifts and grants by individuals, foundations and corporations shall be deposited and the said educational Fund shall be kept separate from general funds and shall be held by the State Treasurer as ex-offico custodian in a separate fund, and shall be used to pay the expense of the schools and school district of the Department of Corrections together with and supplemental to regular appropriations to said Department for educational purpose. This shall include any and all cost including, but not limited to teacher salaries, supplies and materials, building upkeep and costs, transportation, scholarships, non-academic salaries, equipment and other school costs.

Beginning in 1972, the Board of Education shall, by November 15, adopt an annual educational fund budget for the next school year which it deems necessary to defray all necessary expenses and liabilities of the district to be assumed by said fund, and in such annual budget shall specify the objects and purposes of each item and amount needed for each object or purpose. The budget shall contain a statement of cash on hand at the beginning of the fiscal year, an estimate of the cash expected to be received during such fiscal *year from all sources, an estimate of the expenditure contemplated for such fiscal year, and a statement of the estimated cash expected to be on hand at the end of such year. Prior to the adoption of the annual educational budget, said budget shall be submitted to the Department of Corrections and the Office of the Superintendent of Public Instruction for incorporation*

Sec. 13.44.5. In all cases where an inmate or ward is to leave the institution or facility where he or she is confined for educational furloughs, vocational training, for field trips or for any other reason herein stated, authority must first be granted by the Department of Corrections and the said authority shall be discretionary with the Department of Corrections. The question of whether or not the said inmate or ward or group of inmates or wards shall be accompanied or not accompanied by security personnel, custodial agent or agents or only educational personnel shall be in the discretion of the Department of Corrections. All transfers must be approved by the Department of Corrections.

Sec. 13.45. Other provisions of this Code shall not apply to the Department of Corrections School District being all of the following Articles and Sections: Articles 7, 8, 9, those sections of Article 10 in conflict with any provisions of Sections 13.40 through 13-45, and Articles 11, 12, 15, 17, 18, 19, 19A, 20, 22, 24, 26, 31, 32, 33, 34, 35. Also Article 28 shall not apply except that this School District may use any funds available from State, Federal and other funds for the purchase of textbooks, apparatus and equipment.

Approved 12-18-72

[SECOND OFFICIAL COPY REPRINT]

SENATE, No. 1013

STATE OF NEW JERSEY

INTRODUCED MAY 11, 1972

By Senators BATEMAN and TANZMAN

(Without Reference)

AN ACT to provide for a State school district for institutions and *[amending N. J. S. 18A:60-4]* **making an appropriation**.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. The Legislature hereby finds that it is in the best interests of the State of New Jersey to provide a program of educational advancement to residents of the State's institutions. To accomplish this goal it is appropriate that a school district be established to be in the Department of Institutions and Agencies to be funded by the State and administered by a superintendent of schools under the supervision and control of the Commissioner of Institutions and Agencies.

2. There is hereby established in the Department of Institutions and Agencies a State school district for institutions under the supervision of a superintendent of schools. The district shall be composed of such correctional, charitable, hospital, relief, training and other institutions and noninstitutional agencies within the Department of Institutions and Agencies as the commissioner thereof shall determine. Establishment of the school district provided hereunder shall be in two phases. Phase 1 shall include the correctional institutions in the Department of Institutions and Agencies. Phase 2 shall include the institutions for mental health, State hospitals, charitable institutions and other institutions and agencies within the Department of Institutions and Agencies. Implementation of Phase 2 shall not commence until after the passage of 90 days after the Commissioner of Institutions and Agencies has advised the Commissioner of Education of the Commissioner of Institutions and Agencies intention to begin Phase 2. The 90-day period is for the purpose of affording the Commissioner of Education an opportunity to submit recommendations for Phase 2 and

EXPLANATION—Matter enclosed in bold-faced brackets **[**thus**]** in the above bill is not enacted and is intended to be omitted in the law.

its implementation. Upon the approval of both the Commissioner of Education and the Commissioner of Institutions and Agencies, the 90-day period may be reduced to a shorter period of time.

3. The superintendent of schools of the State school district for institutions shall be appointed by the Commissioner of the Department of Institutions and Agencies with the approval of the Commissioner of the Department of Education. The superintendent shall be qualified by training and experience and shall serve at the pleasure of the Commissioner of Institutions and Agencies. The superintendent shall receive such compensation as determined by the Civil Service Commission and the Director of the Division of Budget and Accounting.

4. The superintendent shall have the responsibility for the general administrative and supervisory operation of the State school district subject to the approval of the Commissioner of Institutions and Agencies and the approval of the Commissioner of Education with regard to curriculum matters. As part of his duties, the superintendent shall:

a. Prepare an evaluation of the needs for educational improvement among residents of the State school district with periodic review and updating.

b. Propose to the Commissioner of Education for his approval a detailed curricular offering to meet the needs of the State school district.

c. Propose to the Commissioner of Institutions and Agencies an itemization of the needs of the State school district for physical facilities and staff.

d. Prepare an annual budget to meet the needs of the State school district.

e. Hire, subject to the approval of the Chief Executive Officer of the particular institution or agency involved, the necessary professional and nonprofessional personnel to operate and maintain the State school district. Directors of Education for each particular institution or group of institutions shall be appointed in the same manner as professional and nonprofessional personnel. Salary schedules shall be comparable to those of the Department of Education and the Marie H. Katzenbach School for the Deaf.

f. Purchase materials, supplies and equipment necessary to the operation of the State school district.

g. Prepare, and upon the approval of the Commissioner of Institutions and Agencies, promulgate and implement rules and regulations appropriate to implement the program of education for the State school district.

h. Act as liaison between the State school district and the various Federal, State and local governments and private agencies.

i. Contract, subject to the approval of the Chancellor of Higher Education, with colleges and universities licensed by the Department of Higher Education for courses and programs to be provided at the higher education level.

j. Perform such other duties as are necessary to implement this act.

*[5. N. J. S. 18A:60-4 is amended to read as follows:

18A:60-4. Indemnity of employees against civil actions.

Whenever any civil action has been or shall be brought against any professor, associate professor, assistant professor, instructor, supervisor, registrar, teacher, or any other person employed in a teaching capacity, by the State board or by the commissioner, in the Marie H. Katzenbach School for the Deaf, _in the State school district for institutions_ or in any other educational institution under the control of the State board, or by the Department of Higher Education, or by the board of trustees of a State college or of the Newark College of Engineering, or, by any other institution of higher education, coordinated by the Board of Higher Education, for any act or omission arising out of and in the course of the performance of the duties of such office, position or employment, the State shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and the State may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.]*

[6.] *_5._* The amount of State aid payable for the educational programs provided herein for State institutions shall be determined by the Commissioner of Education as otherwise provided by law. *[In the case of courses and programs provided by colleges and universities licensed by the Board of Higher Education, the Department of Higher Education shall provide such funds as are appropriated to it for this purpose or otherwise available to it to implement the purposes of this act.]* *_There are hereby authorized to be appropriated to the Commissioner of Institutions and Agencies such funds as may be necessary to contract for post-secondary educational services from licensed New Jersey institutions in accordance with the provisions of 4 (i) of this act._*

[7.] *_6._* In all respects and for all purposes, including State aid and funding and assistance by the Federal Government, except

as otherwise specifically provided by law, the State school district for institutions shall be considered a local education authority.

[8.] *_7._* The educational program for the State school district for institutions shall be designed so as to accommodate State and Federal programs and utilize educators and services of public and private schools and facilities thereof where appropriate. Residents of the State institutions and agencies may be permitted under the appropriate work and educational leave provisions of law and rules and regulations of the Department of Institutions and Agencies to leave the facility where they are housed or confined for temporary periods of time to participate in educational programs.

[9.] *_8._* Programs of education shall be established to meet the needs of residents of the various institutions and agencies, including primary, secondary, vocational, adult and special levels with appropriate credit and certification given for the successful completion of particular courses and programs as in other school districts and schools.

The programs of education may also include courses and programs in higher education offered by colleges and universities licensed by the Department of Higher Education.

*_9. There is hereby appropriated to the Department of Institutions and Agencies the sum of_ **[_$2,949,101.94_]** **_$350,000.00_** _for the purpose of implementing this act._*

10. This act shall take effect immediately.

Jan 73 - June 73

HOUSE . . . . No. 1793

By Mr. Daly of Boston, petition of Michael J. Daly, Chester G. Atkins, John F. Cusack, Jonathan L. Healy, Ann C. Gannett and Jack H. Backman for legislation to establish a department of correction school district. Social Welfare.

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Seventy-Three.

AN ACT ESTABLISHING A DEPARTMENT OF CORRECTION SCHOOL DISTRICT.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The general court finds that the educational attainment, employability and job skills of persons committed to or discharged or released on parole from state correctional facilities is insufficient to enable such persons to assume productive and self-fulfilling roles on return to the larger community. The general court also finds deficiencies in the provision of continuing educational opportunities for state correctional and parole staff as their occupations relate to the correctional and parole process and deficiencies in the planning of education, job training and employment programs for persons committed to or released from county correctional facilities. The general court finds that high priority must be given to the establishment of an agency to provide such services in the areas of education, training and employment at a level of support at least equivalent to services offered in the regular schools in the commonwealth, to provide services for the continuing education of parole and correctional staff and to provide technical assistance in the planning of such services for county correctional facilities. Further, the general court finds that all such services must be coordinated in order to prepare persons committed to or discharged or released on parole from state correctional facilities for relevant post release employment or continuing education. The purpose of this act, therefore, is to establish a department of correction school district.

SECTION 2. The General Laws are hereby amended by inserting after Chapter 71B, inserted by chapter 766 of the acts of 1972, the following chapter:

Chapter 71C School Districts for Designated Purposes
Department of Correction School District

Section 1. As used in this chapter, unless the context otherwise requires, the following words shall have the following meanings: a) "Pupil," an inmate committed to custody of the department of correction who is enrolled in a program of academic training, vocational training or employment; a person discharged or released on parole from the custody of the department of correction who has begun training in an academic, vocational or job training program while incarcerated and who continues in that program upon release, provided that for the purposes of this chapter, no person shall be considered a pupil beyond one calendar year from the date of release; b) "Specialized community resource," any public agency, department, commission or division outside of the department of correction, or any private profit or non-profit agency or organization engaged in the provision of any services for the adjustment and integration of persons committed to or released from the custody of the department of correction into their respective communities. c) "Superintendent" the chief administrative officer of the department of correction school district.

Section 2. There shall be in the department of correction, but not subject to its control, an educational agency hereinafter referred to as the department of correction school district to provide services in education, training and employment to persons committed to or discharged or released on parole from state correctional facilities and to provide services for the continuing education of correctional and parole staff. With the cooperation of the commissioner of education and the director of the division of employment security, the district shall provide the following services: 1) For inmates committed to or discharged or released on parole from state correctional facilities, academic education, including but not limited to, general, special, remedial, compensatory, and bilingual education at the primary, secondary and post secondary levels; vocational education and training, including but not limited to vocational assessment and orientation, and vocational education programs;

employment, including, but not limited to employability development, on-the-job training, programs for employment by public and private employers and job placement; and counseling services, including, but not limited to academic, vocational, and employment counseling; 2) For correctional and parole staff, credit and non-credit programs for continuing education at the post-secondary level, excluding security training and including, but not limited to programs in the areas of law enforcement, social sciences, education, counseling, and other such areas as the school committee shall determine.

Section 3. The school district shall be governed by a school committee which shall establish and evaluate policy for all educational, training and employment services as shall be provided under this chapter. The school committee shall consist of the commissioner of the department of correction who shall preside as chairman of the school committee and the chairman of the parole board as ex officio members, one inmate and one correctional staff member designated according to the procedures outlined in sections four and five respectively, and five representatives of the general public appointed as follows: two persons appointed by the secretary of educational affairs knowledgeable about academic or vocational education and occupational and vocational counseling as they relate to corrections; two persons appointed by the secretary of manpower affairs who are knowledgeable about job training, employability development and placement as they relate to corrections; and one person appointed by the secretary of human services who is knowledgeable about the provision of social services as they relate to corrections. Should any member of the school committee be absent from any six regularly scheduled meetings during the year, his position shall be deemed vacant. The chairman of the school committee shall promptly notify the vacating member and appropriate appointing official of such vacancy which shall be filled in the same manner as hereinbefore provided for the balance of such term as the vacating member would otherwise have served. The commissioner shall provide such arrangements as may be necessary to secure the participation of the inmate representative on the board, notwithstanding the terms and conditions of section 90A of chapter 127.

Each executive secretary shall appoint one member of the school committee to an initial one year term and one member to an initial two year term, except for the secretary of human services whose initial appointment shall be for a two year term. Thereafter, all secretarial appointees shall serve for a term of two years, but no such appointee shall serve for more than two successive terms exclusive of any initial appointment for a term of less than two years. Members of the school committee shall serve without compensation, except for reimbursement by the school district of such reasonable expenses as may be incurred in the performance of their duties.

The school committee shall meet twice each month in regular session and in special meetings at more frequent times as the committee may decide. The commissioner of correction shall preside at such meetings, but shall designate one member of the committee to preside in his absence. All meetings of the school committee shall be open to the press and the public unless the board shall vote to go into executive session. Such executive session shall be held only for the purpose of discussing, deliberating, or voting on those matters which by general or special statute or federal grant-in-aid requirement cannot be made public, and those matters which if made public might adversely affect the public security, or the reputation of any person.

The school committee shall: 1) review and approve goals and objectives for the provision of services in the areas of education, training and employment for persons committed to or discharged or released on parole from state correctional facilities and for the provision of services for the continuing education of parole and correctional staff; 2) In consultation with the inmate education councils and educational staff, review and approve prior to adoption rules and regulations regarding the allocation of space for and within school facilities, the scheduling of programs, the admission, attendance of pupils in such programs and incentives for full-time program participation by such pupils; 3) In consultation with the correctional staff education council, review and approve all guidelines, schedules and incentives for program participation by correctional and parole staff; 4) Recommend to the commissioner of correction, minimum standards for the education, training and employment of persons committed to or released from county correctional facilities and for the continuing education of the staff of such facilities; 5) Review and adopt all budgets necessary for the operation of the district; 6) Have complete authority with respect to the election or appointment of the professional staff including terms, conditions and periods of employment, compensation, promotion, classification and reclassification, transfer, demotion and dismissal within funds available by appropriation of the general court or from other sources, subject to the provisions of section seven, herein. The classification, title, salary range within the general salary schedule, except that any such salary may be fixed at any amount not less than the minimum salary nor more than the maximum salary shown in said schedule, and descriptive job specifications for each position shall be determined by the board for each member of the professional staff and copies thereof shall be placed on file with the budget commissioner, director of personnel and standardization, and the joint committee on ways and means; 7) Without prior approval and within limits of appropriations, engage such professional personnel, and non-employee services, at such rates and for such periods of time as it may determine necessary for the operation of the district; 8) Review and approve applications for funds by grant, donation, contract or other agreement from public or private sources which funds upon receipt shall be retained in a trust account administered by the department of correction and expended by the department at the direction of the school committee; 9) Enter into contracts and all other manner of agreements with such individuals and public and private entities for the provision of services and materials as it considers necessary for the proper performance of its duties and in the exercise of its powers; 10) Seek the maximum use of specialized community resources and the services of public and private agencies and organizations outside of the department of correction to be utilized in accordance with such plans as are developed in cooperation with the inmate and correctional staff education councils; 11) Adopt and publish for public dissemination all such rules and regulations necessary for the conduct of its business and to prevent discrimination in the provision of its services by virtue of age, race, religion, national origin or sex; and shall 12) Comply with and require all school facilities to comply with all such statutes, rules and regulations as may govern the accreditation of its services by public and private agencies where appropriate; 13) Apply for and receive any federal funds or aid made available for such programs under its jurisdiction and comply with such guidelines and procedures as may be appropriate for receipt of such funds and 14) Maintain records of its meetings, deliberations and operations which shall be available for public inspection.

Section 4. Pursuant to regulations adopted by the commissioner of correction, there shall be periodic elections to form an inmate education council in each state correctional facility of substantial population. The education council for each such facility shall consist of five members who shall elect a chairman to preside over the council's affairs. From among the chairmen of the respective councils, the commissioner of correction shall designate one person as a member of the school committee of the district. Said designee shall serve a one year term, but if such designee is either paroled or discharged from a correctional facility, he may at his option continue as a member of the committee for the remainder of his term. Such inmate education councils as are established shall participate in the formulation of the annual comprehensive plan and prior to the preparation of the district's annual report, prepare an evaluation of education, training and employment services that the district may provide. Such evaluation shall be reviewed by the school committee and included in the district's annual report of operations.

Section 5. Pursuant to regulations adopted by the commissioner of correction, there shall be a staff education council appointed by the commissioner of correction and the chairman of the parole board whose membership shall be broadly representative of staff functions within the department of correction and the parole board. Each member shall serve a one year term and from among the council members, the commissioner of correction jointly with the chairman of the parole board shall appoint one person to serve a one year term on the school committee. In no event shall such appointee be an employee of the department of correction who is under the supervision of the superintendent of schools. The correctional staff education council shall participate in the formulation of the annual comprehensive plan and prior to the preparation of the district's annual report, prepare an evaluation of such services for continuing staff education as the district may provide. Such evaluation shall be reviewed by the school committee and included in the district's annual report of operations.

Section 6. The chief administrative officer of the school district shall be the superintendent of instruction. The superintendent shall possess a doctorate degree, shall have completed a minimum of five years of experience in educational administration, and shall possess such other qualifications as the school committee may require. The superintendent shall be selected by an affirmative vote of at least six members of the school committee and appointed by the commissioner of correction to a three year term renewable for no more than one additional term at the vote of the school committee. The superintendent may be removed from office by the commissioner of correction by a majority vote of the school committee. The superintendent shall be compensated at an annual rate equivalent to the state-wide average salary for superintendents of public school districts of cities and towns as certified by the commissioner of education.

Subject to the operational direction of the commissioner of correction, and the chairman of the parole board where appropriate the superintendent shall: 1) provide all such services in the areas of education, training and employment for persons committed to or discharged or released on parole from correctional facilities as the school committee may deem appropriate; 2) provide continuing educational services for correctional and parole staff; 3) identify goals and objectives for the provision of all services and prior to the submission of the regular budget request, prepare an annual plan setting forth the procedures by which such goals and objectives shall be met; 4) collect and analyze such data as may be necessary for research into, planning and evaluation of services and incorporate such information into an annual report on the district's operations. Such report shall be approved by the school committee and be prepared for the general court, the director of the division of employment security, the commissioner of education, and the secretaries of human services, manpower affairs, educational affairs and for general public dissemination; 5) prepare such budgets as may be required for the procurement or allocation of funds for such services; 6) supervise the expenditure of all such state, federal and private funds as are available to the district for the provision of such services; 7) recommend to the school committee the hiring and removal of such personnel as are needed to provide such services and supervise the performance of such personnel; 8) annually file with the budget commissioner and the joint committee on ways and means a list of positions for such professional personnel, including the name of the incumbent, the classification and title, and the rate of pay, and notify such officials of each personnel action taken by the school committee; 9) recommend to the school committee the letting of contracts for the provision of such services and monitor compliance with such contracts; 10) in cooperation with such classification and treatment system as may be established by the department of correction, design and periodically evaluate a program plan for each inmate for services within or outside of state correctional facilities and recommend the assignment and transfer of inmates to facilities and programs in accordance with such plans; 11) provide for a conference with each individual to whom services are provided to assess his or her progress in such programs and report in writing such assessment to the department of correction or to the parole board as may be appropriate and to the individual; 12) recommend to the school committee plans for the renovation and designation of educational facilities, the selection of textbooks, instructional materials and courses of study; 13) provide all such studies, research and evaluation of the district's operations as the school committee may require and 14) perform such other duties as the school committee may require or delegate.

Section 7. All amounts budgeted for services to be provided by the district shall be consolidated into a single school district budget. Said budget shall be presented to the legislature as part of the regular budget submission of the department of correction and shall include any and all costs for such services as the district may provide. Exclusive of amounts for production in employment programs, but inclusive of all other amounts for education, training and employment services, the per pupil expenditure on such services shall be equivalent to or higher than the most recent state-wide average per pupil expenditure in cities and towns of the commonwealth as annually certified by the commissioner of education. Schedules of salary rates of such school district personnel shall be equivalent to or higher than those of the average state-wide public school salaries for comparable academic personnel employed in the public schools and equivalent to or higher than the average regional vocational school salaries for comparable vocational personnel employed in the regional vocational schools, as certified by the commissioner of education and as adjusted to account for the longer school year in the school district. The total employee benefits accruing to such personnel in vacation, sick leave, tenure and retirement benefits shall be similarly comparable to those of public school personnel, as adjusted to account for the longer school year in the school district. Nothing contained herein shall operate to remove from employment any educational or employment personnel already employed by the department of correction or reduce their salaries or other employee benefits.

Section 8. Such services as the district may provide both within and outside of correctional facilities shall be, where appropriate, operated on a full-time basis, twelve months per year. Such services shall enable every person in custody for a sufficient length of time to earn a high school diploma or its equivalent. All such services shall make maximum use of specialized community resources. Services provided to persons prior to discharge or release on parole shall be coordinated with such services provided after discharge or release on parole. Any inmate who has begun a program in academic education, vocational education or employment training leading to an accredited or otherwise duly recognized certificate or diploma upon completion and who is released on parole or discharged prior to the completion of such program shall be allowed to continue in that program at the school district's expense until the enrollee voluntarily withdraws from the program or is requested by program officials to resign, or the enrollee completes the program. In no event shall the duration of the subsidized training exceed one calendar year from the date of release or parole or discharge from a correctional facility.

SECTION 3. The commissioner of the department of correction, as chairman of the school committee shall convene the first meeting of the school committee within ninety days after the passage of this act or sooner. The department of correction shall provide such interim assistance in the organization of programs under the jurisdiction of the committee at the committee's direction as it may require.

SECTION 4. Section forty-eight of chapter one hundred and twenty-seven of the General Laws as most recently amended by chapter 777 of the acts of 1972 as hereby amended by inserting before the words "the commissioner" in line one, the words "Subject to the provisions of chapter 71C."

SECTION 5. All provisions of the General Laws which shall pertain to the operation of the department of correction school district are contained within chapter 71C.

and Housing, Box 339, Honolulu, Hawaii 96809; "Hoomana School General Catalog" and "Legislative Report, 1973" both available from the Hoomana School.

Location: Hoomana School, Hawaii State Prison, 2109 Kamehameha Highway, Honolulu, Hawaii 96819.

Contact: Mr. Daniel L. Aquino, director, Hoomana School.

* * * * * * * *

Summary: The Hoomana School, although administered by the state community college system, is located within the training area of Hawaii State Prison. Two quonset huts house the four training programs; a third contains the academic classrooms, a library-media center, and an administration office. The school has an open admissions policy and seeks to provide as many options as there are students. Programmed instruction supplemented by team and peer teaching prepares graduates for entry to jobs as well as to academic and apprenticeship programs.

Teaching and learning methods: Since 1969, the staff has been developing an individualized approach to learning that, while remaining responsive to students' needs, would lend continuity to a combined academic and vocational program. The approach that has developed features instructional units called levels and phases.

The term level is used to describe an occupational area within a trade or profession. A phase is a qualifying unit within a level. For example, within the School of Auto Body Technology, there are four levels: Level I, Auto Body Repair; Level II, Auto Frame Repair; Level III, Auto Painting; and Level IV, Radiator Repair.

A student entering the School of Auto Body Technology with no previous experience or knowledge is expected to complete a basic unit of introduction before beginning Level I. Within the basic unit are a series of phases each representing an area of knowledge. Phase I of the basic unit for Auto Body Technology is Ethics and History of the Trade. Phase II is Institutions Affecting the Trade and the Worker; Phase III, General Safety Regulations. A total of eleven phases make up the basic unit for the School of Auto Body Technology.

The student is evaluated at the completion of each phase by the instructor who assigns a letter grade supported by a written evaluation. Because the program is based on an individualized approach, phase completion may take from a week to a month depending on the phase requirements and the student's progress. Examinations and the recording of final grades are required upon the completion of each phase, level, and program. A copy of a sample evaluation sheet may be found at the end of this report.

A student may begin at any level or phase. The "open entry-exit" enrollment concept assures that a student's aptitude and background is considered before he negotiates an initial contract which establishes his program with a staff member. The school's staff feels that clearly defined goals are imperative to effective evaluation and, according to the administrator, staff members work with each of the students to determine appropriate entry levels. On entering the school, a student may choose to challenge an exam. Should he be successful at passing without formal study, he may begin his program at an advanced level or phase.

Two kinds of certificates are granted by the school.

A Certificate of Completion (CC) is awarded at the end of each training level, and credits may be transferred to a more advanced program at the Hoomana School, a union apprenticeship program, the university, or to one of the certificable or degree programs at a community college.

The Certificate of Completion is designed for:

1. Residents who need short term training for employment prior to release from Hawaii State Prison.
2. Residents who have been within the trade as a vocation or as a student but who want additional training for the upgrading of knowledge and skills.
3. Residents who want vocational-technical training for personal enrichment.
4. Students who withdraw from the Certificate of Achievement (CA) Program and who have completed a level within a vocational-technical program.
5. Residents who are unable to read or write.

The following is an example of the requirements from the School of Auto Body Technology which must be met before a student is awarded the Certificate of Completion:

Certificate of Completion

School of Auto Body Technology

Level I: Auto Body Repair

Entry Requirements:

1. No reading, writing or mathematical placement required.
2. No related academic courses required.

Level Requirements:

Basic Phases: 3 and 5 through 11
Level Phases: 1 through 8 and 11

Level II: Auto Frame Repair

Entry Requirements:

1. No reading, writing or mathematical placement required.
2. No related academic courses required.

Level Requirements:

Basic Phases: 3 and 5 through 10
Level Phases: 1 through 10 and 13

Level III: Auto Painting

Entry Requirements:

1. No reading, writing or mathematical placement required.
2. No related academic courses required.

Level Requirements:

Basic Phases: 3
Level Phases: 1 through 13 and 16

Level IV: Radiator Repair

Entry Requirements:

1. No reading, writing or mathematical placement required.
2. No related academic courses required.

Level Requirements:

Basic Phases: 3, 5, 6 and 10
Level Phases: 1 through 8 and 11

The Certificate of Achievement (CA) Program is designed for residents who wish to enter any one of the Hoomana School's vocational-technical programs on a career status. Credits from this program are directly transferable to an apprenticeship program or to a degree program at a community college. Unlike the requirements for the Certificate of Completion Program, the Certificate of Achievement Program requires some reading and math ability, and students are asked to take related academic courses. Students in the

School of Auto Body, for example, complete specified phases in math, science, communication, and social science. In addition, a student must successfully complete all levels and phases of technical competency.

Students may receive tutoring help from volunteers or other inmates. Six inmate graduates have chosen to remain involved with the school although the pay they receive, 12 cents per hour, is less than they could earn at maintenance jobs for the prison. Four inmate teaching assistants, one for each vocational area, earn 25 cents per hour. (Pay incentive is established by the prison and not by the school.) "We've found that the best teachers are students. Learning speed increases as the student turns around and teaches," the administrator says. "Our instructors become coaches who administer the program and, at the same time, help students to become teachers."

The library media center contains both commercial and staff-developed audiovisuals as well as texts and reference materials. The center is equipped with 12 carrels. Each contains eight program stations. A closed circuit T.V. hook-up to Honolulu Community College is to be operational in September. Associate Degree credit classes in speech and psychology will be offered through this hook-up, and an expansion of course offerings is anticipated for fall 1973.

Team teaching, which represents the coordinated effort of academic and vocational instructors, is sometimes used. The school's administrator indicated that while individualized instruction and programmed materials are at the core of the program, both he and the instructors believe in flexibility. "We're developing our own learning activity packets, but much depends on the individual student. If it is possible to get an idea across by simply talking to an individual, then that's the route to take."

The school's instructional formula, which applies to all program levels and phases, is designed to emphasize the importance of creative problem analysis and problem solving. "Schools traditionally concern themselves with teaching very basic kinds of knowledge--nomenclature and methods, for example. "We're attempting to go beyond and to help students use knowledge creatively," says the administrator. He warns, however, against an attempt to implement the formula without a complete understanding of how the program works. A summer workshop for staff members is planned and an operational manual that may be shared with other educators will be developed. "Continuity is important to the function of the program, and the full mechanism is not yet in written form. Until the manual is ready," says the administrator, "we hesitate to attempt helping others begin such a program."

Implementation requirements and costs: A total of $107,733 has been spent since 1962 to equip six major areas: four shops, an academic area containing three classrooms, a learning center, and an administrative office. $1,499 has been spent for books; $3,755 for instructional tapes, cassettes, films, and other audiovisual aids; $7,909 for administration and audiovisual equipment; $4,582 for general vocational equipment (typewriters, stands, chairs, and air conditioning); $3,823 for math and science; $643 for general academic instruction; $1,054 for mechanical drawing; $14,413 for auto body; $23,933 for auto mechanics; $20,645 for cabinet-carpentry; and $25,472 for welding.

Buildings and an area guard are provided by the prison. The four shop areas are housed in two quonset huts; each shop is about 40 x 50 feet. The climate of Hawaii is such that quonset huts were easily adapted, and much of the work, such as welding playground equipment and rebuilding cars, can take place outdoors.

Most of the money for the program has been directly allocated by the legislature, and funds are distributed to the school by the university. In 1972 the school received $187,798 from the state's general fund and $34,027 from the federal government. Funds earned through a sale of special projects grossed $18,000.

Student selection methods: Any prisoner at the State Prison or the Halawa Jail is technically eligible for admission to the school and may participate on either a full or part-time basis. To enroll, the prisoner first files an application with his counselor who then arranges for the prisoner's interview with school staff. A program contract is established during this interview on the basis of the applicant's tested ability, background, and goals. The counselor must then appear before the Program Committee with the application and contract. It is to the Program Committee that the decision falls. While a third of the prison's population is enrolled, it is also true that enough inmates must be available for prison maintenance. An assignment to the school is considered to be an assignment to a work unit. A new student is placed on 30-day probationary status and may be reassigned to another work unit should he not be recommended to continuing status by the school faculty.

An applicant may enter the program at any time during his sentence, and because the program is essentially open entry-exit, he may conclude at any time. Students who have completed training but are not eligible for release may elect to remain in the program as graduate assistants.

Program administration: The school is administered by the community college system which is part of the University of Hawaii. There have been some problems with the integration of training programs and the prison's operation. The school's administrator sees the problem as being largely the result of the differing long-range goals of the college-run school and the correctional division-run prison. The relationship, however, is basically one of cooperation; students at the school, as part of work experience, sometimes work at repair and maintenance tasks in the prison.

The school's affiliation with the community college system does have advantages. The credibility of the school and its instructors is important to trainees who find transferring credits from the school to a community college or the university facilitated by the arrangement.

The cooperation of unions and the division of employment security is sought by the school in an effort to help released graduates find placement in jobs and apprenticeship programs.

Staff: Members of the staff, although selected by the school, are paid by the university and may teach in evening programs at the community colleges. Instructors are at the school eight hours a day, eleven months of the year, and are responsible for program development, teaching, counseling, and in some instances, administrative duties. The vocational instructors, according to the administrator, have an average of 20 years experience in their fields; none have fewer than seven years experience, and all are state certificated. "We look for leadership talent, trade experience, and teaching ability when we hire new staff members," the administrator says.

The staff consists of four vocational and three academic instructors, one clerk, and an administrator. The school's graduate students and teaching assistants help with instruction and recordkeeping. Practice teachers from the University of Hawaii are to be utilized upon completion at the level and phase progression plan.

Evaluation: Upon parole or release to a furlough center, a graduate of the Certificate of Achievement Program is given the basic tools of his trade and may be placed either in a job for which he is certified or in a continuing education program.

In 1972, ten students graduated with Certificates of Achievement, eight students with Certificates of Completion, and five received high school diplomas.

Four of those students are enrolled in degree programs, six in community college associate degree programs, and eight in union apprenticeship programs. "In a way, I'm glad I got sent to this joint," said one inmate. "Don't get me wrong, I don't like being here and not having my freedom. But if I never got sent here, I never could have gone to school, and I wouldn't know what I know now about auto mechanics."

Supplementary services: The cluster approach to vocational education demands that related support courses be taught in conjunction with training. The school offers a special course of academic study for each of the four vocational technical programs. Courses in graphics, mathematics, social sciences, communication, business, science, electricity, and electronics are required of students oriented toward a technical career.

In addition to the Support Academic Program, the school, through cooperation with the state department of education and the Farrington Community School for Adults, provides eighth grade and high school certification.

A closed circuit T.V. hook-up with the Honolulu Community College is currently offering two credit courses. The school hopes to expand the concept by including other colleges and the university. A pilot program in credit courses with the religion department of the university is scheduled for implementation.

The Kamehameha Conditional Release Center is located on the other side of the fence from the state prison. It offers residential facilities for trainees deemed ready to return to the community but not eligible for release.

History and development: The Hoomana School has been in operation since 1961. The administrative transfer of the school from the department of education to the University of Hawaii and the community college system in 1970 signaled the beginning of rapid changes. The high school and eighth grade courses were moved from an evening to a day schedule and vocational offerings were expanded.

The expansion resulted in the redesigning and reinforcing of the structure of courses and the creation of a philosophy and objectives. The resources of the school were made available to all prisoners at the Hawaii State Prison. A level and phase progression plan was developed which enabled a student to graduate at his own speed and to select from two vocational technical certificate goals in addition to a simultaneous approach to eighth grade or high school certificate.

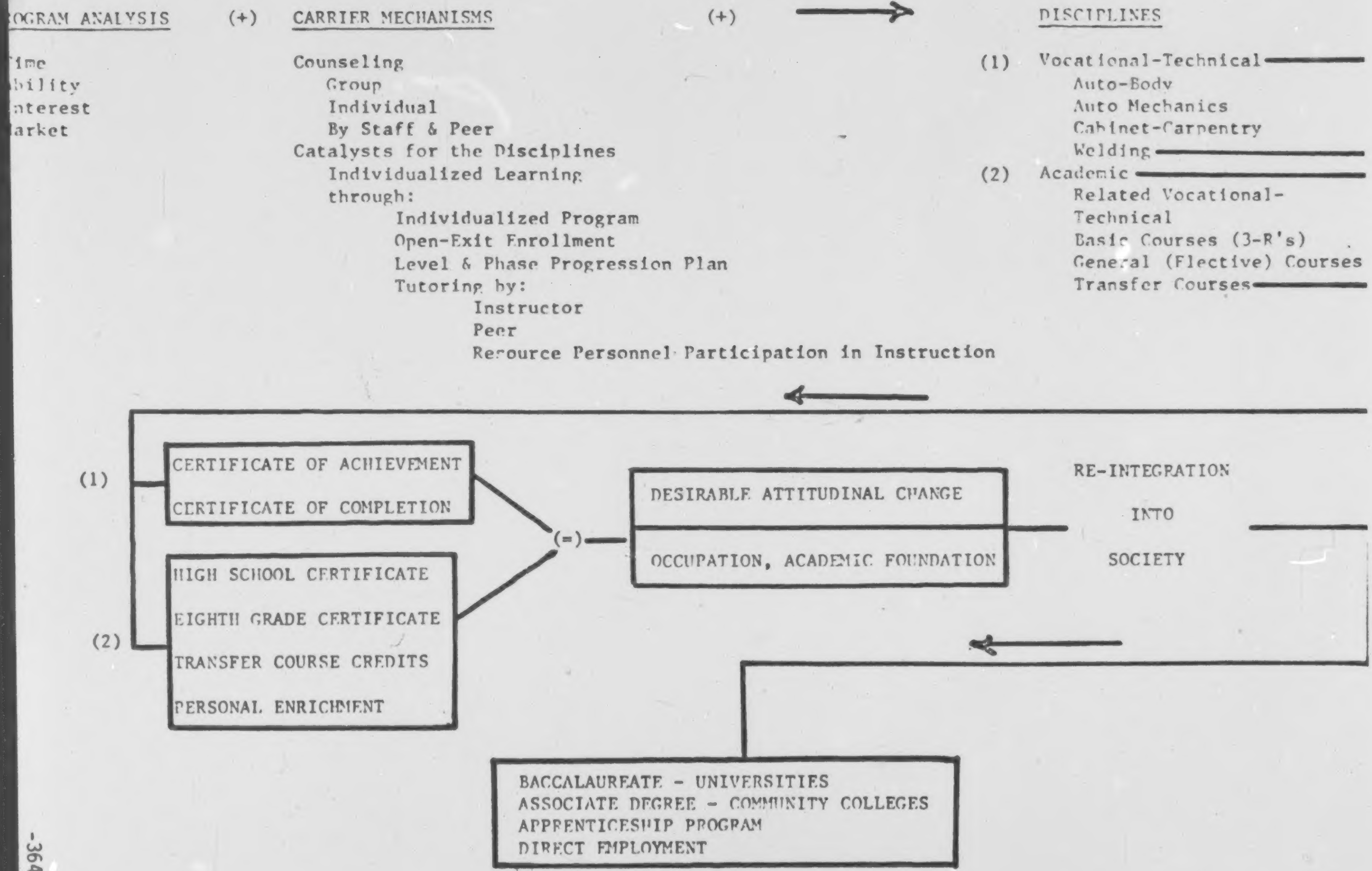
Future plans: In an attempt to alleviate duplicate services, the school has proposed an integration plan that calls for combining the several shop areas maintained by the prison with similar areas in operation at the school. It is hoped that the prison machine shop, as well as the construction garage and carpenter shop, will be transferred to the school. Cooperative work and use agreements have been proposed for the prison's electric and plumbing shop, and the food service unit.

The hiring of four additional staff members has also been proposed: an administrative aide and fiscal officer to assist the administrator, a project coordinator to supervise on-the-job training projects outside the school area, a counselor to coordinate the testing service, placement and follow-up activities, and a stenographer.

It is hoped that the ten-year proposal will mean an increase in student enrollment that will involve more than 80 percent of the prison's resident population and increase the number of academic classes. The present vocational facilities, according to the administrator, can accommodate eight students per shop. Present enrollment averages 12. With expansion, each vocational school will be able to handle 25 full-time students. An additional 40 part-time students can be absorbed by the academic division of the school, which hopes to expand offerings to art, crafts, and music.

Currently, students are paid according to a prison set rate: beginning students, seven cents per hour; continuing students, 12 cents per hour; teaching assistants, 25 cents per hour; and graduate students, 12 cents per hour. The school hopes to be able to increase the pay rate for graduate and teaching students and establish a bonus pay system comparable to industries.

HOOMANA SCHOOL'S PLAN



OGRAM ANALYSIS

ime
bility
nterest
arket

(+)

CARRIER MECHANISMS

Counseling
    Group
    Individual
    By Staff & Peer
Catalysts for the Disciplines
    Individualized Learning
    through:
        Individualized Program
        Open-Exit Enrollment
        Level & Phase Progression Plan
        Tutoring by:
            Instructor
            Peer
            Resource Personnel Participation in Instruction

(+)

DISCIPLINES

(1) Vocational-Technical
    Auto-Body
    Auto Mechanics
    Cabinet-Carpentry
    Welding
(2) Academic
    Related Vocational-Technical
    Basic Courses (3-R's)
    General (Elective) Courses
    Transfer Courses

(1)

CERTIFICATE OF ACHIEVEMENT
CERTIFICATE OF COMPLETION

(2)

HIGH SCHOOL CERTIFICATE
EIGHTH GRADE CERTIFICATE
TRANSFER COURSE CREDITS
PERSONAL ENRICHMENT

(=)

DESIRABLE ATTITUDINAL CHANGE

OCCUPATION, ACADEMIC FOUNDATION

RE-INTEGRATION
INTO
SOCIETY

BACCALAUREATE - UNIVERSITIES
ASSOCIATE DEGREE - COMMUNITY COLLEGES
APPRENTICESHIP PROGRAM
DIRECT EMPLOYMENT

4. ATTITUDINAL RATING

Attendance ______

Safety Practices ______

Conformity to School Rules ______

Consistency in Work Habits and Quality ______

Care of Equipment ______

GPA ______

5. Describe factors justifying attitudinal rating.

6. Grading System:

Grade	Grade Points	
A	4	
B	3	
C	2	
D	1	
F	0	
N	0	Computed for GPA, Dismissal Only
I	0	Not Computed GPA
P	0	Not Computed GPA
?	0	Challenge Exam GP is computed on exam grade for GPA

______________________ Instructor

______________________ Division Chairman

______________________ School Administrator

INSTRUCTIONAL FORMULA

Nature of P and/or Questions, Nature of P=PL	PL(OF) = P+N(F) PLAN A - OBJECT	P+N(TF)=PL(F) PLAN B - METHODS & TECHNIQUES	P(F)+N(?) or P(?)+N(?)=PL(?) PLAN C - PROBLEM ANALYSIS	HISTORY OF P=PL PLAN D
1. What is it?	1. Object	1. Method or Technique Policy, Procedures, etc.	1. Diagnosis Definition & Delineation	1. What is it?
2. What does it do?	2. Uses	2. Purpose	2. Probable Causes	2. Courses leading to its formulation
3. How does it work?	3. Nomenclature a. Maintenance b. Adjustments c. Repair	3. Procedures	3. Probable Solutions	3. Factors affecting its formation, growth and changes
4. What is the danger?	4. Safety	4. Safety	4. Safety	4. Present structure, purpose and concepts
5. How can I do it?	5. Uses & Techniques	5. Practice	5. Selection of Solution & Plan of Action	5. Community resources
6. How did I do?	6. Evaluation Academic Proficiency As per grading standards →	6. Evaluation →	6. Evaluation →	6. Evaluation

SUMMARY OUTLINE

Program title: Mutual Agreement Programming (MAP)

Special features: Contractual agreement which sets a fixed parole date; use of vouchers for education and training; experimental and control research plan.

Job skills taught: Varies with the individual contract.

Length of course: Release negotiated as close as possible to minimum release date as set by statute.

Number of subjects: Arizona 144 experimentals, 72 controls; Wisconsin 150 experimentals, 50 controls; California projects 60 experimentals, 60 controls.

Administration: ACA Parole-Corrections Project, in cooperation with three institutions.

Staff: Six professionals -- two in the central office; a research director and three coordinators in the field.

Cost and funding: $500,000 for four years; funded by the Office of Research, U.S. Department of Labor, including in-kind matching contributions by the states involved.

Descriptive materials available: In addition to individual brochures on each of the state models available through the central office, five documents will be developed. Parole: Its Origin, Development, Current Practices, and Statutes; Proceedings of the National Workshop on Corrections and Parole Administration; Change: the Theory and Practice of Change in Correctional Settings will be available by late 1973.

Locations: Arizona State Prison, Florence; Wisconsin Correctional Institution, Fox Lake; California Institution for Men, Chino.

Contact: Leon Leiberg, Director, Parole-Corrections Project, American Correctional Association, 4321 Hartwick Road, Suite L-208, College Park, Maryland 20740.

Summary: As part of a contractual agreement between the inmate, the institutional staff, and the parole board, California MAP participants are living in the community and receiving vocational training in local vocational-technical schools and colleges. Different experimental models of MAP--Mutual Agreement Programming--have been implemented in Arizona, Wisconsin, and California. In Arizona and Wisconsin MAP participants are enroled in vocational training programs inside the institution. A stringent evaluation system has been developed; when completed, the study should offer valuable information for decision-making to correctional administrators and educators.

Method: The basis of the MAP program is a clearly defined contract with the inmate agreeing to successfully complete certain requirements, the institution providing the necessary services, and the parole board fixing the date for release. As a part of the contract, the participant may be required to complete requirements or objectives in skill training. For example, the prisoner may agree to attend 180 hours of bricklaying and complete the remaining 90 hours of carpentry to the satisfaction of the instructor, or to take and complete auto mechanics, or to obtain TV repair certification. Contractual agreements are not limited to vocational education. Some other areas which may be included in the contract are general education, treatment, discipline, and work assignment.

Gerald Mills, Fox Lake MAP coordinator, offers this outline of the four-step process for individual contract development in Wisconsin:

1. The inmate writes his own program choices on the first proposal.
2. The inmate and coordinator evaluate and review the proposal and evolve a second copy of the form. This form is then "pre-negotiated."

The inmate meets with the various staff members who are responsible for the programs and services that have been listed on the contract form.

3. During the "pre-negotiations" changes may be made in the proposal by the inmate and staff. Upon return to the coordinator, a third draft is prepared and a copy sent to all parties of the negotiations and the inmate's parole officer two weeks before scheduled negotiations.
4. A final draft is prepared during these negotiations and, if agreed to by all parties, that proposal becomes a binding contract."

If the institution, inmate, and parole board are not able to agree on a contract, the inmate is returned to the regular institutional program. While the inmate can cancel his contract without prejudice at any time prior to completion of parole release date, the institution or parole board can cancel the contract only if the inmate does not successfully complete the agreement, if the inmate commits a major disciplinary infraction, or if formerly unknown information about previous sentences and offenses becomes available.

Contract renegotiation may take place if the inmate requests it or if the project coordinator decides that the inmate is failing to meet the objectives and advises a renegotiation. Renegotiation follows the same pattern as the original negotiation process.

It is the responsibility of the coordinator to monitor the progress of the inmate after completion of negotiations. Sixty days prior to completion of the contract, the parole board is informed by the coordinator that the inmate has successfully finished his program to date and recommends that the parole machinery be put in gear to permit release on the promised date.

Final successful completion is certified ten days prior to the release date and the parole board processes the inmate for release on his contract parole date. If the inmate is unable to successfully complete his objectives by this time, the contract may be renegotiated.

Implementation requirements: MAP programs can easily be adapted to meet the varying needs of inmates, parole boards, and institutions. In order to test MAP's applicability in different situations, three experimental models were developed in Arizona, Wisconsin, and California. The basic MAP model operates in Arizona, where the contract includes work assignments, vocational training, basic education, and behavior standards. The contract, negotiated among the inmate, the parole board, the state prison and the state coordinator, leads to an assured release within nine months of the minimum eligibility date for parole.

In Wisconsin, the basic MAP model is coupled with Intensive Employment Placement (IEP) which offers each of the 200 participants an opportunity to make contacts and appointments for employment prior to release. The project coordinator, the Wisconsin State Employment Service, state parole services and private organizations provide transportation and escort service so that the inmate can participate in employment interviews prior to parole. The Wisconsin State Employment Service assists in teaching job seeking skills and in locating jobs.

The third model is located at the Central City Community Center in Los Angeles, and will involve inmates from the California Institution for Men. It will provide participants individual referral and placement services in the community in lieu of institutional programs. California statutes allow, for research purposes, the release of a small number of inmates from prison at any time after incarceration. All experimentals will be released to a community facility after sixty days at the reception center and will have a voice in determining which community training facility they wish to attend. The MAP project administrators hope to be able to test and compare institutional, vocational, and educational training versus services purchased in the open community.

Student selection methods: Selection of MAP participants varies from state to state. In Arizona those prisoners who would be released before July 1, 1973, and those admitted only two weeks before the one-time selection occurred were not included in the program. Wisconsin excluded prisoners that were serving life sentences and those committed under sexual psychopath statutes. In California, inmates serving terms for assaultive crimes, those with extensive narcotic histories, and those with serious charges of violating gun laws are excluded from participation. In all three states, participation was limited to those with sentences up to fifteen years and with no detainers.

In Arizona, participants were selected from a computerized list of all eligible inmates. Since the number of eligibles was considered too large for the experiment, final selection was random.

In Wisconsin, the administration and the ACA state coordinator selected all eligible participants and then posted selection criteria, asking any inmate who felt he met the criteria to contact the coordinator.

Selection in California has been conducted over a long period of time since only new admissions to the center are considered for the program. Selection is made by the California coordinator and the institutional research division.

All participants are randomly divided into two groups--experimentals and controls. All eligible inmates have an equal chance of being included in either of the groups. Those in the control groups participate in the regular institutional program.

Course administration and staff: The MAP Project is administered by the project director in College Park, Maryland. Other staff members include the research director, senior research associate, and three state-based coordinators who work closely with state officials, community organizations, and inmates to secure the terms of the contracts.

In Arizona the deputy director of the department of corrections serves as liaison between MAP and the institution. In Wisconsin a steering committee, composed of a representative of institutional services, probation and parole, planning, development, and research, the office of legal counsel, the parole board, and the institution, reviews, advises and helps establish coordination of groups involved in the project. In California two members of the parole board and the research division of the department of corrections work with the state coordinator to insure the smooth operation of the program.

History and development: A MAP publication explains one the reasons for the development of the MAP project: "Because of the uncertainty of parole dates and the unpredicatable aspects of indeterminate sentencing, it has not been possible to plan completion of vocational training cycles to coincide with dates of release from the institution. As a consequence, knowledge and skills developed in training dissipates due to lack of meaningful post-training opportunities for their application. Independent evaluation reports and the procedings of two national seminars attest to the fact that lack of agency cooperation has resulted in a severe time lag between training achievements and release decisions which affect the employability of offenders in over forty state and federal jurisdictions where inmates are trained in MDTA projects.

Phase I of the Parole-Corrections Project started in September, 1971 and was designed to carry out background research, publish resource documents, convene a national workshop for corrections and parole administrators, develop a model, and complete negotiations for the implementation of the model under experimental research conditions.

Phase II, begun in October, 1972, was designed to carry out the implementation and necessary research of the model and publish all findings to assist the government in formulating future manpower needs in corrections.

MAP is a direct descendant of prescription programming, a concept tested in the middle and late sixties in Colorado, where results showed that participants spent more time in prison in order to complete their prescriptions than they might otherwise. Parole and corrections administrators attending the national workshop in New Orleans developed a set of guidelines based on prescription programming, but allowed more responsibility on the part of the inmate. Later negotiations with states interested in the MAP concept produced the models now in operation.

The administrators of the MAP program note, "The implications of this Project for corrections and parole are immense. At the very least it will create articulated parole selection and release criteria, increase agency cooperation and effectiveness, and improve the economic stability and community participation of the offender. It will also shift responsibility to the inmate in meeting rehabilitative goals seen as essential and involve him from the start of institutionalization. The inmate will obtain equality in negotiating a contract with parole and corrections personnel, set short and long range treatment goals, thus creating a different level of relationship based on realistic expectations by exercising his human rights and sharing responsibility and commitment."

SUMMARY OUTLINE

Program title: Open Community Training Program

Special features: A contingency management system based upon operant learning principles and incorporating the use of a token economy, contingency contracting, and group counseling. Offers selected offenders a residential treatment program that is initially highly structured and later, highly flexible.

Length of time in operation: Two years.

Number of residents: 25 per year.

Administration: Community Centers Branch, Corrections Division, Department of Social Services and Housing, state of Hawaii.

Staff requirements: One administrator, three correctional counselors, two live-in social service assistants, and one stenographer.

Cost and funding: $70,000 per year through the State General Fund.

Descriptive and curriculum materials available: "Kamehameha Conditional Release Center, Program Plan", February 1973. Available from the administrator of the Corrections Division, Department of Social Services and Housing.

Location: Kamehameha Conditional Release Center, 2233 Kamehameha Highway, Honolulu, Hawaii 96819.

Contacts: Wayne Matsuo, section administrator, Kamehameha Conditional Release Center, 2233 Kamehameha Highway, Honolulu, Hawaii 96819; Michael Kakesako, administrator, Community Centers Branch, 647 Laumaka Street, Honolulu, Hawaii 96819.

Community liaisons: Hawaii state system of community colleges, local unions, and the University of Hawaii.

Summary: By avoiding traditional approaches and what they see as "philosophical theorizing," the staff at this conditional release center has sought to provide its residents with a highly structured program for successful re-entry to the community. Three components--contingency contracting, token economy, and group counseling--are at the core of the center's approach to resocialization. The resident enters into a series of contract agreements which represent the assumption of increasing self-responsibility. Successful completion of tasks within the contract earns the resident points which are then used to purchase privileges such as recreation, double or single room, and furloughs.

Teaching and learning methods: A new resident is considered to be at entry level and is assigned to a bare six-bed ward. He is required to work at maintenance tasks for eight hours a day. The resident is also expected to complete an orientation program composed of a series of tape and slide presentations which are broken into three modules: House Rules, Contracting Systems, and Token Economy. A check sheet is used to insure learning and to pinpoint areas missed or not understood.

The resident next develops a long-range contract which must include plans for employment, residence on parole, school, training, and finances. It must also include a statement regarding understanding of the program and an agreement to fully participate. Special problems or areas of concern may also be included. The long-range contract must then be agreed to and ratified by a triad group composed of two other residents and a counselor which meets twice a week to assume responsibility for contracts as well as the awarding of points for completed tasks. Group discussion and counselor-guided use of a variety of techniques help the residents to deal with problems and provide a forum for social reinforcement.

Once the long-range contract is accepted by the group the resident is ready to develop a weekly contract covering short-term goals and immediate tasks. This weekly contract initiates his participation in the Token Economy System and the awarding of points for accomplished tasks.

Now considered to be at Level I, the resident is allowed to move to a double room and must, on the basis of the long-term contract, begin to establish contacts with the outside community. Two eight-hour furloughs may be purchased with points earned by securing employment or successfully participating in a training or academic program.

At Level II, the resident is eligible to lease a carpeted private room at the center. Points are given for all functional behavior; however a group decision may cause a trainee to lose points and even levels should he not fulfill contractural obligations.

Once a resident indicates that he is successfully meeting responsibilities and continuing to function successfully, he is placed at Level III, and a weaning from the day-to-day point system begins. Ninety-six hours of furlough per week are allowed. A curfew of 10:00 guarantees that the resident remains involved with the center, and daily group meetings are still required.

At Level IV, the resident is completely removed from the point system. He is eligible for an extended furlough, which means he finds living quarters in the community and establishes a relationship with the parole officer to whom he must report at least twice monthly. He continues to attend weekly group meetings. The center may recommend review and immediate parole even though a resident may not have completed his minimum sentence.

BEST COPY AVAILABLE

Implementation requirements and costs: The center is located in a large renovated quonset hut. Within the building are administrative and staff offices, a fully equipped kitchen, a recreation area, group meeting rooms, a living room, dining room, and cubicles for resident living quarters. Designed to house 15 men as full and part-time residents, the program is funded through the State General Fund for $70,000 per year.

Resident selection methods: Screening is done by the center's staff which select applicants on the basis of referrals made by the adult diagnostic center or the program committee of any of the three correctional facilities in the state. There is no limit to the amount of time remaining to a resident's sentence before he may be admitted to the program, and efforts are made to program a resident's stay so that the fulfillment of conditions for release determine how long he remains at the center.

Final admission to the program is currently based on an applicant's record, his psychiatric evaluation, and a personal interview. The center's administrator admits that there is no reliable procedure for determining whether a resident will succeed in the program. It is hoped that with the adaptation of the "Environmental Deprivation Scale" developed by the Rehabilitation Research Foundation (available through the National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151), staff members will be able to select with more certainty.

Program administration: The program is administered by the community centers branch of the state corrections division. The center works closely with vocational rehabilitation, employment security, and labor unions, as well as with community colleges and the state university, in an attempt to offer a variety of community-based alternatives to residents. Manpower development training offers a concentrated employment program of work orientation and manpower training. For those interested in training and academic programs, vocational rehabilitation provides $100 per month, tuition, books, clothing, transporatation allowances, and vocational counseling. In addition to local union support for offender membership in their apprenticeship programs, the carpenter's union funds a half-day weekly training program in theory and practical application. According to the center's administrator, barbering is the only union in the state which excludes those with criminal records.

Staff: While the staff of the center maintains responsibility to the corrections division of social services and housing, to the community, and to residents, it is emphasized that their functions within the center remain flexible. The administrator oversees the running of the center, but may, for instance, spend weekends working with other members of the staff and residents in the renovation of the building.

The center employs, in addition to the administrator, three correctional counselors and two live-in social service assistants. The two social service assistants act in the role of supportive services to the full-time counselors and sleep overnight at the center. They are normally graduate students at the University of Hawaii and are paid on a fee-for-service basis (plus room and board).

Qualifications for each of the staff positions are flexible, and the administrator prefers that counselors not be committed to a specific counseling technique. "Although our counseling is behavior oriented, we rely on a variety of techniques for dealing with specific situations and prefer to train counselors here," the center administrator says.

Each of the staff members may serve as a group leader. The leader may be directive in instructions about contracting and confrontive regarding adjustment problems; however, group members themselves have a major part in decision-making.

Evaluation: Because the program is in its beginning stages, there is no current evaluative information available. Hawaii, with a population of 900,000 is unique in that there are only 320 prisoners confined to the state's correctional facilities. "By the time an offender reaches incarceration," stated the center's administrator, "he may have been through every state agency. We are hoping in the Kamehameha Conditional Release Center to provide selected offenders an alternative to incarceration in a total institution. We are attempting to give these residents an opportunity to earn their way back into the community. The onus is on the offender, where it should be."

History and development: The Kamehameha Conditional Release Center is located on the site of the former Adult Furlough Center which prepared all inmates for parole from the state's three correctional facilities through a 90-day release program. Partly in preparation for the development of a long-term treatment program, the staff of the center travelled to the mainland in 1972 to observe a number of residential programs. Future plans include establishing a learning resource center.

Emphasis on job placement will continue to be an important prerequisite to resident success in the program. According to the center's administrator: "If we can place a man and get him functioning in the community, we can then begin to help him deal with his problems. The reverse approach is just not workable. In our opinion, therapy for some is best applied in the real world."

SUMMARY OUTLINE

Program title: Rikers Island MDTA Shop

Special features: Intensive prevocational counseling and a wide range of support services.

Job skills taught: Automotive service mechanics, woodworking machine operation, and metal fabrication: power brake, power shear, and punch press operation and welding.

Length of course: Full day sessions average fewer than eight months.

Number of trainees: 1,200 during first three years; 60 in program, spring, 1973.

Administration: New York City Board of Education in cooperation with the state department of education, state employment service, and the department of corrections.

Staff: Three counselors, two basic education teachers, and three vocational teachers.

Cost and funding: Originally an MDTA pilot project, the shop and classroom facility was built and stocked at a cost of $2.3 million. Funding for 1972-1973 was $300,000.

Curriculum materials available: Topical Outlines "Automotive Service Mechanic," "Woodworking Machine Operator," and "Metal Fabricator," are available from the Board of Education, Manpower Development Training, 110 Livingston Street, Brooklyn, New York 11390.

Location: Manpower Training Program, Rikers Island, New York.

Contact: Edward O'Daniel, director, MDT program; or Alice Reed, administrator, Rikers Island, 14-14 Hazen Avenue, East Elmhurst, Queens, New York 11390.

Summary: Originally designed to serve the adolescents from the Remand Shelter, the MDTA program is attempting to extend its offerings in pre-vocational exposure, intensive counseling, skill training, and job placement to male and female adults housed on Rikers Island in New York. Although funding is tenuous, students, staff members, and graduates continue to plan expanded services in an attempt to meet a variety of needs.

Teaching and learning methods: The approach used in the skill training aspects of this program is consistent with other MDTA training centers in New York City. The curriculum devised by the city's board of education under the provisions of the Manpower Development and Training Act applies to three training areas: automotive service mechanics, woodworking machine operation, and metal fabrication--the operation of power brakes, power shears, and the punch press, as well as welding. The curriculum for each training area is broken into topics, and each topic into areas of concern--major units, specific job skills, instructional materials, and evaluation.

The automotive service mechanics program, for example, requires a total of 570 hours for successful completion. The major units of instruction include shop organization, tools, performing drive-way services, checking engine oil, lubricating a car, and replacing water pumps. Specific job skills for the service mechanics program involve methods of operation and techniques for performing specific tasks. Instructional materials for each unit are listed and include the tools, booklets, film strips, and equipment necessary to teach each of the specific tasks. Performance is rated according to trade standards, and each unit of instruction ends with an evaluation which may be oral or written.

The curriculum is designed to provide prevocational training in conjunction with basic education and counseling. Each of the three training programs is divided into shop, classroom, and counseling hours. A weekly breakdown for the automobile service mechanics program requires 15 hours of training in the shop area, 10 hours in class, and five hours of counseling. An attempt is made to coordinate basic education with skill training. The three skill training programs are supplemented by a learning laboratory and library, but each, according to the administrator, lacks the equipment necessary for an individualized approach to learning.

"Every part of our program hinges on counseling," says the administrator, "and although we once concentrated on pre-employment and vocational counseling, we have found it more effective to be concerned with whatever the trainee wants." A wide variety of counseling techniques is used. Group counseling may involve "hot seat," constructive criticism and role playing, and include mock job interviews. "We've found it most important to relate the prison environment to the outside world and to concentrate on the problems of coping with life as an ex-con," one of the counselors explains. "Reality therapy, which we interpret to ask the question 'What can I learn here and now which will help me deal better with myself and other people on the outside?' is basic to all of our techniques."

Individual counseling is conducted by MDTA social workers whose case loads are drawn from the six MDT centers in New York City. There are 10 part-time social workers for the six centers; although they are relied on heavily by the Rikers Island facility, each has an extensive case load. "We have tried to encourage aggressive follow-up counseling for our graduates as well as individual counseling for our trainees, but heavy caseloads make it difficult to provide the kind of services needed," a counselor explains. Instead, the program relies on the advisory council and the alumni association to help graduates.

Implementation requirements and costs: Most of the equipment used in this three-shop training program was purchased out of a $2.3 million, three-year grant from MDTA. A reduction in MDTA funding and the resulting staff cutbacks have meant that not all the equipment purchased in 1965 for a seven-shop model training program is currently being used.

Operational funding, which began in 1972 for 56 weeks, provides $300,000 and supports an enrollment of 120 trainees for an average of 48 weeks at a weekly cost of $54 per person.

Trainees are paid $20 per week for perfect attendance. Five dollars may be spent; the remainder is held in trust until the prisoner's release. "Recidivism," according to the administrator, "is at its peak during the first six weeks of a man's release from prison. Most men leave penniless, and even those for whom we secure jobs have to wait two weeks to a month before they are paid. What are they to do for food and rent money until the paycheck comes? Many of them steal. That's what we feel the holding fund will prevent."

Eight staff members are paid $12,000 each per year. No benefits are provided. Three guards are paid by the institution.

Student selection methods: The MDT program is voluntary. Written applications are made to the program administrator. There were 500 applicants in February 1973 waiting to enter the program. Interviews are scheduled as soon as vacancies occur. "About one-half are really interested in growth," according to administrator Alice Reed. "The others just want to escape work in the prison laundry or sanitation department. I don't care if a man's not properly motivated. Just get him here and we'll do the rest."

Prospective trainees should be within six months of release and demonstrate eighth grade reading and math ability. The state employment service has been unwilling to test at the institution, and, according to counselors, the program does not have either the money or the staff to do aptitude testing. "The best we can do on our own is to administer the standard reading and math tests," says Reed.

Program administration: The program is administered by the New York Board of Education in cooperation with the state department of education, state employment services, and the department of corrections.

Staff: The program continues to exist largely because of the determination of administrator Reed. Originally the only woman counselor with the pilot program, she was appointed coordinator of the Concentrated Employment Project in East and Central Harlem and South Bronx when funding for the three-year MDT pilot expired in 1969. When refunding was anticipated in 1971, she was appointed teacher-in-charge. A dynamic and competent woman who had been trained as a social worker and experienced as a teacher, she spent the next year gathering support for her battle to be refunded. Two years after its closing, the program was reopened.

As administrator of the MDT program, she is responsible for the coordination and development of the program. Her responsibilities increase as the number of supportive and supplementary services to the core program continue to expand.

Three counselors conduct group and individual counseling sessions related to academic, vocational, and social skills. Two basic education and three vocational teachers maintain instruction for the 60 trainees enrolled in the program.

The Board of Education requires that all counselors and basic education instructors be degreed. Vocational instructors must have nine years of experience in the fields they are teaching.

According to Reed, "Every teacher in the program has a deep concern for the trainees. We operate like a family and are primarily concerned with how well a student is apt to adjust once he leaves."

Staff involvement is encouraged; judging from the number of graduates, who return to visit and remain concerned with the program, the involvement is effective. "We would like to be able to hire graduates as counselors," Reed says, "but are restricted from doing so. The department of corrections does hire ex-offenders."

Evaluation: Figures for the year 1972-73 showed that 60 trainees are currently enrolled; 45 have been released. The total enrollment for the metal fabrication program was 32; 15 have terminated, and 20 are currently enrolled. The woodworking program had a total enrollment of 35; 16 have terminated, and 16 are enrolled. In the auto service mechanics program, there had been a total of 38 students; 14 have terminated, 24 are currently enrolled.

A 23 percent recidivism rate for the program compares favorably with the 78 percent return rate for the prison, but because many of the students do not have complete training at Rikers, accurate figures on job placement are not available. Fifteen graduates are enrolled in college and university programs. "We manage, in one way or another, to find jobs for almost all of our graduates who will not be going on to other training programs," Reed says, citing the help of alumni and advisory groups.

Supplementary services: A wide range of supplementary services bolster the effectiveness of the program for trainees as well as for graduates.

An advisory council representing nearly every facet of political and industrial activity in New York supports fund raising, job finding, and training activities. An alumni association meets monthly and helps with the identification of job openings, places to live, and self-help groups. Both groups have provided tuition scholarships for graduates.

Counseling sessions in the program involve guards as well as students and help to create an atmosphere of cooperation and understanding. Adult prisoners are trained with adolescents and provide a steadying influence, according to one of the counselors.

The state department of motor vehicles has cooperated by waiving the license restrictions usually imposed on ex-offenders, and a driver education program has been initiated on the grounds of the institution. Inmates convicted of felonies must be cleared through the state department of motor vehicles, misdemeanors through the city office. The course requires 20 hours of classroom instruction and 10 hours of driving.

A student council, composed of elected representatives from each of the three shop areas, provides an opportunity for trainees to contribute to program planning and to deal with discipline problems. Officers from the Rikers Center meet monthly with representatives from the six MDT Centers located in the New York City area to discuss mutual problems. The meetings help to ease the transition for some of the trainees from Rikers to outside training programs.

Program history: Model programs are often unique. Usually designed to attain specified goals within a funded time limit, they are caught in a strange paradox.

In October 1965, the Departments of Labor and H.E.W. funded a pilot Manpower Development Training (MDT) program at Rikers. As is often the case, federal funding was contingent on the city and state's willingness to someday assume responsibility for continuing the program.

A $2.3 million classroom and shop facility was built and equipped. During the following three years, 1200 adolescent prisoners were given basic education courses and trained in such skills as printing, furniture finishing and repair, woodworking, machine shop, and metal working. A master's study, conducted by Benjamin Malcolm, deputy commissioner of correction for New York City, indicated the recidivism rate for MDT graduates was one-third as high as that for regular inmates. The specified goals had been attained; the program was a success. On August 22, 1969, the funding expired, program staff members were assigned to other schools, and the facility closed.

The Board of Education appointed Alice Reed "teacher-in-charge" when it was expected that the program would reopen in June of 1970. It was largely due to her unpaid persistence over a period of 12 months that the program was refunded with a budget of $300,000 in July of 1971.

Shop machines had been dormant over the two year battle for funds. Many were rusty and unusable. A $35,000 offset camera continues to lie idle because the printshop was not refunded. A third of the classrooms and shops are not being used because there is no money to staff them.

BEST COPY AVAILABLE

Halfway through the funding ordeal, Ms. Reed talked with one of Senator Jacob Javits's staff. What would have happened, she asked, if we had lied about our success and shown that the model program had actually failed? "Well," replied the man, "since model programs remain model programs until they work well, you would have been told to change a few things around, to try harder, and then been refunded for another three years."

Future plans: The program staff, students, and graduates continue to plan despite funding uncertainties. The hope is for expansion in several directions, although getting back to capacity enrollment is the first priority.

Future plans include coordinating prison maintenance work with the training program. "There is hardly a labor detail that couldn't profit its participants," says Reed. "It's impossible and a waste of money to duplicate shops already operating at the prison." The first step will be to combine the MDT auto mechanics shop with the one at the prison in an attempt to provide trainees with a broad range of experience.

According to Reed, women prisoners housed on Rikers Island in 1973 receive no vocational training. Adult male prisoners have already been successfully integrated with adolescent males in the MDT program. It is hoped that the facility will be opened to females on a coeducational basis.

Other plans include establishing a half-way house as a logical progression from an intended concentrated effort in pre-employment counseling. Part of the plan for pre-employment counseling includes a job development facility which would have two purposes: to determine actual manpower needs and to obtain job placement guarantees from industry. The MDT program would then train for specific job openings.

"Patch work funding seems to be our only hope," says Reed. "But we're [illegible] to continue planning."

SUMMARY OUTLINE

Program title: Sandstone Vocational School

Special features: Training outside walls.

Job skills taught: Entry level skills - truck mechanics, refrigeration, welding, truck-trailer body repair.

Length of courses: Open-entry, open-exit; six months average.

Number of trainees: Program capacity is 15 high school students, 30 federal institution students, and 40 state institution students. In mid-1973 programs had been in operation for an average of seven months each; 46 state and federal graduates.

Administration: Directly administered by department of corrections. Local public school district acts as fiscal agent.

Staff: 38 staff members including nine instructors.

Cost and funding: Average cost per student is $1,327. Funded by MDTA, department of corrections. Vocational education- special needs, and Upper Great Lakes Regional Commission - Department of Labor.

Descriptive materials: Individualized learning packets currently being developed. Some materials prepared for use with 3M Company sound page and record slide equipment are available from Sandstone at cost.

Location: Sandstone Vocational School and Willow River Camp

Contact: Stanley F. Wood, director, Sandstone Vocational School, P. O. Box P, Sandstone, Minnesota 55788.

Summary: This program is an intermediate step between prison and community-based training. High school students and federal and state prisoners receive skill training in four vocational areas in a department of corrections operated training center located outside the walls. State trainees, who live 15 miles from the school, participate in a total treatment program consisting of skill training, related training, basic education, and group therapy. In mid-1973 classes had been in operation about seven months; 17 of the 22 state institution graduates had been placed in jobs directly related to training or were continuing training outside.

Teaching and learning methods: Skill training for the program is offered at two sites, the Sandstone Vocational School and the Willow River Camp. Sandstone Vocational School is a skill center where training in welding, truck mechanics, and refrigeration is offered to local high school students and federal and state prisoners. Fourteen high school students attend an afternoon exploratory welding class at the school. At the same time, prisoners from the Federal Correctional Institution in Sandstone receive training in refrigeration or truck mechanics. Some FCI residents are also transported to the Willow River Camp for an afternoon skill class in truck trailer body repair.

The majority of the trainees are state prisoners, who live 15 miles from the school at Willow River Camp. Before training begins, each student signs a contract. If the student does not attempt to make progress in skill training or towards social and emotional maturity, he may be returned to the sending institution. The programs are open entry; the average length of training is six months. All students receive a $10 per week salary; some collect costly Gussemer urethane foam spray unit. He explains that the spray technique is rather costly, difficult to teach, and involves high maintenance. While the urethane insulation is expensive, it will last longer and insulate better than fiberglass.

The instructor recommends a shop area 50' x 60' for 10 students. Major equipment necessary for the course includes a circular saw, thickness planer, jointer, spindle grinder, band saw, disc grinder, metal nibbler, metal shear, drill press, impact wrench, hydraulic floor jack, electric winch, frame dolly, lateral band saw, TIG welding unit, arc welders, and oxyacetylene cutting and welding units.

Besides skill training, state students attend two hours of related classroom training in the afternoon at Willow River Camp. Two instructors teach the two-hour related education classes for the four skill areas. The teachers visit the morning skill classes a few hours each week to coordinate related instruction with shop assignments. Coordination is also done through progress charts and a log book which contains weekly student assignments. The majority of the instructors said they preferred the division of classroom and shop teaching. They also saw advantages to the separate training locations, noting that the arrangement offers a change of pace.

In addition to skill and related training, state prisoners attend two hours of academic education in class each day. The purpose of the class is to provide remedial education, supportive education, credits or assistance toward the General Equivalency Development Certificate, and to offer pre-release planning assistance. An adult basic education counselor-tutor administers the Iowa Test to students entering and leaving the program. Job-seeking skill training is included. Students are taught how to complete a job application form and how to handle explanation of their prison sentence. Mock interviews are video-taped, played, and criticized by the group. The interviews are redone within two days of the original lesson.

As a part of the total treatment program students are required to attend guided group interaction meetings four nights a week for an hour and a half. In these meetings, officially called Positive Peer Vocational Interaction, trainees discuss problems under the guidance of a counselor. Anything said in group is confidential, but counselors may report general student progress. One counselor describes the meetings this way: "The group deals with problems, sees things that should be changed, and works on them. It helps them solve their own problems. It's better than one-to-one counseling. They've been preached to before by caseworkers. Here the group members, not the person in authority, are doing the influencing."

The group meetings developed from staff visits to transactional analysis sessions at a nearby state juvenile institution. A consultant works with the four group leaders to suggest ways that the groups might work more effectively.

Administrators at Sandstone emphasize that they are not much concerned with security. There are no guards at the school, and the director sees no need for them. He says that tight security is unnecessary because the program is interesting, that the students are near the end of their sentences and would be giving up a great deal if they escaped, and that the positive influences of the group sessions help prevent individuals from escaping.

Implementation requirements and costs: One of the first prerequisites to establishment of a skill center in a community is the cooperation of the residents. At Sandstone this was not much of a problem because the townspeople have grown up with corrections. The Federal Correctional Institution is located within the city limits, and until recently two forestry camps operated a few miles from town. Many of the residents work in corrections, and high school students work part time at FCI. The school district serves as the fiscal agent for Sandstone, community people serve on an advisory committee, and high school students receive training at the skill center.

The director of Sandstone sees the following as important considerations for other institutions considering implementation of any vocational training program:

1. A trade advisory council composed of representatives from industry, vocational schools, corrections and labor unions should be formed and should hold regular meetings. In addition, an advisory committee composed of influential community members should be appointed.

The original council for Sandstone consisted of the commissioner, a warden, superintendents and associate superintendents at nearby institutions, representatives from the state department of vocational education, MDTA, a transportation company, the AFL-CIO, a manpower services agency, a construction company, Special Needs Division of the Vocational Education Department, Vocational Rehabilitation Department, the Bureau of Indian Affairs, and a parolee.

The advisory committee aids in publicity, fund raising, and with community relations. In June 1973 the committee helped organize an open house to which townspeople were invited; trainees acted as tour guides.

2. A survey of inmate vocational training interests and characteristics of potential students should be conducted.

In Minnesota a prisoner's program will be mapped out from the beginning of his term. Administrators at Sandstone hope that this will alleviate the need for remedial education at the vocational school and that students will have pre-vocational experiences before entering Sandstone.

3. A survey of employment opportunities should be made.

For Sandstone, the job training and employment development section of the department of corrections helped research job opportunities. In addition, the director of the Sandstone Project sent letters to corporations in the Minneapolis-St. Paul area asking for employment predictions. He telephoned all who responded and visited some. One of the companies, RCA Whirlpool, offered the employment prediction services of their main office in Chicago. Optimistic employment predictions were made for four trade areas surveyed.

4. A survey should be conducted of classes existing in other area institutions.

Needless duplication of courses could result in competition for students.

5. Investigate funding possibilities.

An institution should have some assurance that a program can be continued beyond one year if it proves to be a good one.

6. The screening of students should be done by the receiving institution. Others may screen without a realistic assessment of the program. Students may be disillusioned if an inaccurate picture has been presented.

7. Curriculum development should begin after all the above steps have been completed.

8. Secure services of a consultant from a similar program. In addition, staff members should visit the program or send a representative.

9. The staff should have prior orientation and training in addition to continuous in-service training.

10. The staff should be made up of those who have a background in corrections and those who do not.

11. Follow-up studies of graduates should be conducted. Studies should be used for program revision.

The program at Sandstone will conduct a follow-up at three, six, and 12 month intervals.

Funding for the first year of operation included $118,000 of state vocational education special needs money, $11,000 from the Department of Corrections, $36,600 from Upper Great Lakes Regional Commission, Department of Labor, and $3,000 from the local school district. In addition to the $168,000, Sandstone received $101,000 from MDTA for expenses from February 1972-1973. The cost of equipment for the first year will be $90,000-$100,000. The Department of Corrections pays all costs for the operation of Willow River Camp. With full capacity of 60 students the yearly cost of Willow River Camp is estimated at $6,250 per bed. Sandstone estimates the cost of skill training at $1,327 per student for a six month period. The costs for the total six month treatment program including housing is $4,452 per student.

Student selection methods:

Sandstone receives students from two institutions, the State Reformatory in St. Cloud and Minnesota State Prison in Stillwater. At St. Cloud a classification committee composed of staff members from the education, security, and counseling departments reviews applications. If the committee agrees that the resident is ready for minimum security status, staff of the Division of Vocational Rehabilitation administers a battery of tests, gives the inmate prevocational training, and recommends candidates for training at Sandstone. When the program started, representatives from Sandstone set up a booth at the reformatory and explained the program to interested prisoners. Student group leaders and the staff from the institution also visited the school.

At Stillwater the education department reviews inmate files and administers aptitude tests. The classification committee -- composed of staff members from the education department, caseworkers and custody personnel -- then reviews the files and selects students on the basis of interest, past work experience, and security risk. Files are then sent to Sandstone where the director and assistant superintendent review the files and interview candidates. If the student is accepted, a transfer is recommended. Trainees must be within a year of their next appearance before the parole board. Students range in age from 18 to 52. Students with any number of offenses are accepted.

Course administration: The program is administered by the department of corrections. The local school district is the fiscal agent. All purchase orders are routed through the district, which is also responsible for hiring teachers.

Staff: The staff consists of three administrators, three clerk-typists, four vocational teachers, two related teachers, two academic teachers, a part-time tutor, two placement officers, four group leaders, two drivers, nine group living supervisors, two night supervisors, one maintenance person, and three cooks.

The director of the program has had experience in teaching vocational education and has been able to establish rapport with the community. All four skill teachers are vocationally certificated. One of the related teachers is credentialed, the other is working on his credential. The director notes that employment placement coordinators should have strong industrial backgrounds in addition to social work or counseling experience. Group leaders should have some counseling experience.

Evaluation: The first graduate was placed in February 1973. In mid-1973 the programs had been in operation for an average of eight months. A total of 46 graduates had been placed. Twenty-two of the graduates were state prisoners, the remainder were federal. Of the 22, 17 were placed in jobs directly related to training. Two were continuing vocational training outside, and three were placed on non-related jobs. Graduates were placed in refrigeration servicing and repair, testing and inspection of new refrigeration units, production and repair welding, truck body manufacture, repair services, truck mechanics, and construction company mechanics.

All five graduates of the high school welding class who wanted full time employment in the field were employed during the first day of job hunting.

According to statistics available to the federal coordinator of placement and follow-up, most graduates are working and none have returned to federal institutions.

Evaluation by trainees: Nine state trainees, at least two from each course, were selected at random and interviewed privately. Comments were also elicited from two federal students and the entire class of high school students.

Students in two of the courses, truck-trailer body and welding, felt that they had received training that would enable them to get high level entry jobs. Students viewed the refrigeration course as a difficult one, and felt that at the end of six months they would have enough skill to work servicing domestic units under supervision. Students in truck mechanics said they felt that they could use more experience with diesel rather than gas engines and that work with emission control systems and air conditioning repair training would be useful. Physical facilities for auto mechanics and trailer body were considered inadequate. High school students said they thought that the welding training they were receiving was superior to training they would have received in any skill training class in a typical high school.

Most students felt that they were gaining very little from the supportive education classes. They indicated that the majority of trainees already had their GED's or diplomas. Most said they felt that they could profit more from college level courses or correspondence courses. They suggested that time spent in the shop would be more valuable.

Student opinions about the group meetings varied. One said that "Group is helpful," another that "Group breaks up the day," and a third, "It holds everyone together, we have fewer fights, and learn how to cope with others." Some trainees resented having to discuss what they said were trivial incidents with other inmates. A few felt that they did not have the expertise or right to evaluate the behavior of others. A few of the students thought that Group should be held less frequently.

Supplementary services: The current advisory committee is composed of a manager of a department store, a superintendent of schools, a banker, a vocational education teacher, a newspaper editor, a judge, a sheriff, a high school counselor, a housewife, two businessmen, a farmer, a state senator, and a state representative.

Two placement officers were recently hired for the program. It is their responsibility to take students for driving tests, coordinate vocational programs with industry, locate potential employers, secure placements, administer the follow-up program, serve as liaisons between the program and the parole officers, chair staffing committee meetings, and conduct job-seeking skills training.

History and development: Al Maresh, the educational coordinator for Minnesota, worked on the development and implementation of vocational training programs inside the state prisons. He decided that a community based program should be developed and was given the full support of the commissioner. Stan Wood, program director, explained he felt that "society is not really ready to take these guys we've got here and give them a chance in the community. This program is half-way between an institutional program and a true community based program. Corrections is very invisible here."

Sandstone plans to join with the public schools in making maximum use of facilities and staff. It is the goal of Sandstone administrators to become, or work closely with, a vocational center in order to provide training for both prisoners and local citizens.

Sandstone planned to implement a truck driver training course in early 1974.

APPENDIX

LIST OF CORRECTIONAL INSTITUTIONS AND TRAINING CENTERS WHERE SITE VISITS WERE CONDUCTED BY MEMBERS OF THE SOURCEBOOK PROJECT STAFF

Arizona State Prison, Florence, Arizona

California Institution for Men, Chino, California

Deuel Vocational Institution, Tracy, California

California Institution for Women, Frontera, California

California Rehabilitation Center, Corona, California

Preston School for Boys, Ione, California

Youth Training School, Ontario, California

General Motors Training Center, San Leandro, California

California State Prison, San Quentin, California

Connecticut Correctional Institution, Cheshire, Connecticut

Tampa Marine Institute, Tampa, Florida

Hoomana School, Hawaii State Prison, Honolulu, Hawaii

Kamehameha Conditional Release Center, Honolulu, Hawaii

Illinois State Penitentiary, Pontiac, Illinois

Cook County Jail and House of Correction, Chicago, Illinois

Kansas State Penitentiary, Lansing, Kansas

Concentrated Employment Program, New Bedford, Massachusetts

Elma Lewis School of the Fine Arts, Dorchester, Massachusetts

Massachusetts Correctional Institution, Framingham, Massachusetts

Massachusetts Correctional Institution, Norfolk, Massachusetts

Medfield State Hospital, Medfield, Massachusetts

Middlesex County House of Correction, Billerica, Massachusetts

Project Model, Westford, Massachusetts

Sandstone Vocational School, Sandstone, Minnesota

Willow River Camp, Willow River, Minnesota

Nebraska Penal and Correctional Complex, Lincoln, Nebraska

Correctional Institution for Women, Clinton, New Jersey

Youth Correctional Institution, Annandale, New Jersey

New York City Correctional Institution, Rikers Island, New York

State Correctional Institution, Camp Hill, Pennsylvania

Purdy Treatment Center for Women, Gig Harbor, Washington

Wisconsin Correctional Institution, Fox Lake, Wisconsin

INDEX

ACA Parole Corrections Project: Mutual Agreement Programming, 368.

AFL-CIO: Institutional Training Project, 177.

Air conditioning: A. Campbell High School, 308; Federal Prison Camp, 39; Philco-Ford Training, 128; Vocational & Inservice Training, 159.

Aircraft mechanic: FAA Approved Aircraft Training, 217.

Air Force, U.S.: Dental Laboratory Technical Training, 174.

American Correctional Association: see ACA.

Animal Grooming, 195.

Apparel industry, tailor: Pre-Vocational Evaluation, 295.

Appliance repair: Philco-Ford Training, 128.

Appliance serviceman: Philco-Ford Training, 128.

Apprentice Machine Shop, 171.

Apprenticeship programs: See Chapter 3.

APT (Shell Oil Automotive Professional Training Program), 145.

Architect, landscape: Project New View, 52.

Arizona Multi-Agency Cooperative Training, 2.

Arizona: Mutual Agreement Programming, 368.
    Florence, State Prison: Arizona Multi-Agency Cooperative Training, 2.

Arthur Campbell High School, 308.

Artist, commercial: Purdy Work Training Release, 57.

Artist, performing: Purdy Work Training Release, 57; Technical Theater Training, 74.

Arts, fine: Technical Theater Training, 74.

Assembler: Pre-Vocational Evaluation, 295; Singer/Graflex System, 303. Training Release, 84.

Associate of Arts Degree Program in Five Vocational Areas, 7.

Index

Associated Marine Industries, 311.

Attendant, hospital: Cooperative Education in Health Services, 199; Purdy Work Training Release, 57. See also Health Service Occupations.

Attendant, service station: Cooperative Work Study in DE, 92; A Model of the EXXON Course, 111; Service Station Salesmanship, 142; Shell Oil Training, 145.

Automated Instruction, Inc.: Mobile Training Units, 282.

Automobile body repairman: Arizona Multi-Agency Cooperative Training, 2; A. Campbell High School, 308; Community College Cooperative Program, 12; Cooperative Programming at Fox Lake, 28; Dade County Center, 34; GM Training, 100; Hoomana School, 352; Pre-Apprenticeship Training, 181; Sandstone Vocational School, 390; Washington Community College Program, 88.

Automobile mechanic: A. Campbell High School, 318; Arizona Multi-Agency Cooperative Training, 2; Associate of Arts Degree Program, 7; Federal Prison Camp, 39; GM Training, 100; Hoomana School, 352; Mobile Training Units, 282; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Pre-Apprenticeship Training, 181; Rikers Island MDTA Shop, 381; Sandstone Vocational School, 390; Training for Prisoners & Private Citizens, 79; Transportation Opportunity Program, 189; VW Training, 162.

Barber: A. Campbell High School, 308; Training for Prisoners & Private Citizens, 79; Purdy Work Training Release, 57; Washington Community College Program, 88.

Behavior modification: Associated Marine Institutes, 311; Open Community Training Program, 375; R.F. Kennedy Youth Center, 299;

Blueprint reading: Intensive Training in Welding, Related Math, and Blueprint Reading, 42.

Bookkeeping: Sales & Business Skills Training, 236.

Bricklayer: Federal Prison Camp, 39; see Building Trades Occupations.

Broadcaster: Federal Bureau of Prisons Television Production, 223.

Building custodian: Cooperative Programming at Fox Lake, 28.

Building trades occupations: A. Campbell High School, 308; Cluster Approach, 249; Community College Cooperative Program, 12; Federal Prison Camp, 39; Hoomana School, 352; Institutional Training Project, 177; Media Center, 261; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Pre-Vocational Evaluation, 295; Singer/Graflex System, 303; Washington Community College Program, 88.

Index

Bureau of Adult Vocational & Technical Education : Transportation Opportunity Program, 189.

Bureau of Prisons, U.S.:
Eglin Air Force Base, Florida: Federal Prison Camp, 39; Fort Worth, Texas: Federal Bureau of Prisons TV Production, 223; Leavenworth, Kansas: Federal Bureau of Prisons TV Production, 223, Federal Prison Industries Computer Programming, 97; Morgantown, W. Virginia: R.F. Kennedy Youth Center, 299; Terminal Island, California: Transportation Opportunity Program, 189.

Business adminstrator: Community College/PEN, 21.

Business & industry cooperative programs: see Chapter 2; see also: Chesapeake City Jail Training, 278; Licensed Vocational Nurse Training, 226; Mobile Training Units, 282; Purdy Work Training Release, 57.

Business machine serviceman: Dade County Center, 34; Training for Prisoners & Private Citizens, 79; Xerox Training, 165.

Business training: see Clerical & related occupations.

California:
Chino, Institution for Men: Animal Grooming, 195; Deep Sea Diver Training, 207; Corona, Rehabilitation Center: Radiologic Technical Training, 232; Deuel, Vocational Institute: FAA Approved Aircraft Training, 217; Frontera, Institution for Women: Cosmetology, 257; Licensed Vocational Nurse Training, 226; Ione, Preston School of Industry: Service Station Salesmanship, 142; LaHonda, Log Cabin Ranch: Shell Oil Training, 145; Los Angeles, Central City Community Center: Mutual Agreement Programming, 368; Oakland, Rupert Crittenden Center: GM Training, 100; San Quentin, Institution for Men: Apprentice Machine Shop, 171; Shell Oil Training, 145; Stockton, O.H. Close School for Boys: Ward Aide Program, 243; Tehachapi, Correctional Institution: VW Training, 162; Terminal Island, Federal Correctional Institution: Transportation Opportunity Program, 189.

Carpenter, see Building trades occupations.

Cashier, see Clerical & related occupations.

Chesapeake City Jail Training Release Program, 278.

Child care worker: Purdy Work Training Release, 57.

Civil aviation: FAA Approved Aircraft Training, 217.

Index

Clerical & related occupations: Arizona Multi-Agency Cooperative Training, 2; Associate of Arts Degree Program, 7; Community College Night Owl Classes, 16; Cooperative Work Study in DE, 92; Mobile Training Units, 282; Pre-Vocational Evaluation, 295; Purdy Work Training Release, 57; Sales & Business Skills Training, 236; Training Release, 84.

Clerk, grocery: see Clerical and related occupations.

Cluster Approach to Skill Training, 249.

Coeducational programs: Honeywell Computer Programming, 105; R.F. Kennedy Youth Center, 299.

Commercial artist, see Artist.

Commercial programs: Federal Prison Industries, 97; Honeywell Computer Programming, 105; Media Center, 261; Mobile Training Units, 282; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Philco-Ford Training, 128; Project EXIT, 133; Sandstone Vocational School, 390; Shell Oil Training, 145; Singer/Graflex System, 303; UNIVAC-IBM Training, 153; Vocational & Inservice Training, 159; VW Training, 162; Xerox Training, 165.

Communications: Federal Bureau of Prisons TV Production, 223.

Community College programs: Community College Cooperative Program, 12; Community College Night Owl Classes, 16; Community College/PEN, 21; Federal Prison Camp/Community College Vocational Training, 39; Hoomana School, 352; Paraprofessional Training, 47; Training for Prisoners & Private Citizens inside Prison, 79; Washington Community College Program, 88.

Community involvement in training: Animal Grooming, 195; Apprentice Machine Shop, 171; Arizona Multi-Agency Cooperative Training, 2; Associated Marine Institutes, 311; Chesapeake City Jail Training, 278; Community College Night Owl Classes, 16; Cooperative Programming at Fox Lake, 28; Cosmetology Program, 257; Federal Prison Camp, 39; Honeywell Computer Programming, 105; Institutional Training Project, 177; Licensed Vocational Nurse Training, 226; Nebraska Penal Complex Skill Center, 115; Open Community Training, 375; Optical Mechanics, 266; PACE Institute, 287; Project EXIT, 133; Rikers Island MDTA Shop, 381; Sales & Business Skills Training, 236; Sandstone Vocational School, 390; Training & Technology, 148; Training for Prisoners & Private Citizens, 79; Transportation Opportunity Program, 189; VW Training, 162.

Community worker: Community College/PEN, 21.

Computer programmer: Federal Prison Camp, 39; Federal Prison Industries, 97; Honeywell Computer Programming, 105; UNIVAC-IBM Training, 153.

Index

Connecticut: The Correctional School District, 317.

Construction worker, see Building trades occupations.

Cook, chef: Associate of Arts Degree Program, 7; Community College Cooperative Program, 12; Dade County Center, 34. See also Food service worker.

Cook, Ken Transnational Corporation: Mobile Training Units, 282.

Cooperative Education in Health Services, 199.

Cooperative Programming at Fox Lake, 28.

Cooperative programs: Business & industry, see Chapter 2; School & college, see Chapter 1; Trade union, see Chapter 3.

Cooperative Work Study in Distributive Education, 92.

The Correctional School District, 317.

Cosmetologist: Cosmetology Program at California Institution for Women, 257.

Counseling occupations: Cooperative Education in Health Services, 199; Training Release, 84; Ward Aide Program, 243.

Curriculum materials available: Animal Grooming, 195; Apprentice Machine Shop, 171; A. Campbell High School, 308; Cluster Approach, 249; Community College Cooperative Program, 12; Community College Night Owl Classes, 16; Community College/PEN, 21; Cosmetology Program, 257; Dental Laboratory Technical Training, 174; FAA Approved Aircraft Training, 217; GM Training, 100; Hoomana School, 352; Licensed Vocational Nurse Training, 226; Optical Mechanics, 266; PACE Institute, 287; Philco-Ford Training, 128; Prison Maintenance, 271; Radiologic Technology Training, 232; R.F. Kennedy Youth Center, 299; Rikers Island MDTA Shop, 381; Sales & Business Skills Training, 236; Sandstone Vocational School, 390; Shell Oil Training, 145; VW Training, 162; Watch & Instrument Repair, 274.

Dade County Training and Treatment Center, 34.

Deep Sea Diver Training, 207.

Delaware: Smyrna, Correctional Center: A Model of the EXXON Course, 111.

Dental Laboratory Technical Training, 174.

Diesel mechanic: Institutional Training Project, 177; Philco-Ford Training, 128.

Dispensing optician: Optical Mechanics, 266.

Distributive Education, see Sales occupations. Cooperative Work Study in Distributive Education, 92.

Division of Vocational Rehabilitation (DVR): Dental Laboratory Technical Training, 174; GM Training, 100; Licensed Vocational Nurse Training, 226; Philco-Ford Training, 128.

Draftsman: Arizona Multi-Agency Cooperative Training, 2; Associate of Arts Degree Program, 7; Federal Prison Camp, 39; Singer/Graflex System, 303; Training for Prisoners & Private Citizens, 79; Washington Community College Program, 88.

Driving occupations: Transportation Opportunity Program, 189.

Dry cleaner: Pre-Apprenticeship Training, 181.

DVR, see Division of Vocational Rehabilitation.

Educational media technician: Paraprofessional Training in Media Technology, 47.

Educational Testing Service: Community College/Prison Education Network, 21.

Electrician: Federal Prison Camp, 39; PACE Institute, 287; see Building trades occupations.

Electronic computer operator: Community College Night Owl Classes, 16.

Elma Lewis School of Fine Arts: Technical Theater Training, 74.

ESEA (Elementary & Secondary Education Act): Cluster Approach to Skill Training, 249.

EXCEL (EX-Offenders Coordinated Employment Lifeline): Project EXIT, 133.

EXIT, Project, 133.

EXXON Oil Company: A Model of the EXXON Service Station Attendant & Mechanic Course, 111.

FAA Approved Aircraft Mechanic Training, 217.

Farm equipment mechanic: Training for Prisoners and Private Citizens, 79.

Index

Federal Aviation Administration, see FAA.

Federal Bureau of Prisons, see Bureau of Prisons, U.S.

Federal Bureau of Prisons Television Production, 223.

Federal Prison Camp/Community College Vocational Training, 39.

Federal Prison Industries Computer Programming, 97.

Filmed instruction with training: Mobile Training Units, 282; PACE Institute, 287; Sandstone Vocational School, 390; Shell Oil Training, 145; Singer/Graflex System, 303.

Florida: Dade County Training & Treatment Center, 34; Eglin Air Force Base: Federal Prison Camp, 39; Tampa Marine Institute: Associated Marine Institutes, 311.

Food processing technician: Training for Prisoners & Private Citizens, 79; Training Release, 84.

Food service worker: Pre-Apprenticeship Training, 181.

Furniture upholsterer: Arizona Multi-Agency Cooperative Training, 2.

Gasoline service station attendant, see Attendant, service station.

General Motors Training Program, 100.

Graphic communications: Mobile Training Units, 282; R.F. Kennedy Youth Center, 299.

Hawaii: Honolulu, Conditional Release Center: Open Community Training Program, 275; State Prison: Hoomana School, 352.

Health service occupations: Cooperative Education in Health Services, 199; Dental Laboratory Technical Training, 174; Licensed Vocational Nurse Training, 226; Purdy Work Training Release, 57; Radiologic Technology Training, 232; Ward Aide Program, 243.

Honeywell Computer Programming, 105.

Hoomana School, 352.

Horticulture, ornamental: Ornamental Horticulture, 125; Project New View, 52; Training for Prisoners & Private Citizens, 79.

Illinois: The Correctional School District, 317;
Chicago, Cook County Jail: PACE Institute, 287; Pre-Vocational Evaluation, 295; Menard, State Penitentiary: Watch & Instrument Repair, 274; Pontiac, State Penitentiary: Associate of Arts Degree, 7; Sheridan, Industrial School for Boys: Vocational & Inservice Training, 159; Vandalia, State Farm: Intensive Training, 42; Vienna, Correctional Center: Training for Prisoners & Private Citizens, 79.

Indiana: Plainfield, Youth Center: Arthur Campbell High School, 308.

Individualized instruction: Cooperative Work Study in DE, 92; Hoomana School, 352; Media Center, 261; Mobile Training Units, 282; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Pre-Vocational Evaluation, 295; Radiologic Technology Training, 232; R.F. Kennedy Youth Center, 299; Sales & Business Skills Training, 236; Sandstone Vocational School, 390; Shell Oil Training, 145; Transportation Opportunity Program, 189; Watch & Instrument Repair, 274; Xerox training, 165.

Industrial training: Mobile Training Units, 282.

Industry, prison: Dental Laboratory Technical Training, 174; Federal Prison Industries Computer Programming, 97; Honeywell Computer Programming, 105; Media Center for Prison Industries, 261; Optical Mechanics, 266; UNIVAC-IBM Training, 153.

Inmate developed course: Cooperative Education in Health Services, 199; Technical Theater Training, 74.

Inmate taught course: Honeywell Computer Programming, 105; Hoomana School, 362; UNIVAC-IBM Training, 153.

Inspector: Pre-Vocational Evaluation, 295.

Institutional Training Project, 177.

Instrument maker: Watch & Instrument Repair, 274.

Intensive Training in Welding, Related Math, and Blueprint Reading, 42.

Iowa: Anamosa, Men's Reformatory: Community College Cooperative Program, 12.

Jails: Chesapeake City Jail Training Release Program, 278.

JEVS, see Jewish Employment and Vocational Service.

Jewish Employment & Vocational Service: PACE Institute, 287; Pre-Vocational Evaluation, 295; Singer/Graflex System, 303.

Kansas: Lansing, State Penitentiary: Philco-Ford Training, 128; Sales & Business Skills Training, 236; Leavenworth, U.S. Penitentiary: Federal Bureau of Prisons TV Production, 223; Federal Prison Industries, 97.

Kennedy, Robert F. Youth Center Introductory Vocational Program, 299.

Keypuncher: Mobile Training Units, 282.

Landscape architect, see Architect, landscape.

Law Enforcement Assistance Administration (LEAA): Associated Marine Institutes, 311; Chesapeake City Jail Training, 278; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Project EXIT, 133; Purdy Work Training Release, 57; Technical Theater Training, 74.

LEAA, see Law Enforcement Assistance Administration.

Learning Systems, Inc.: Cluster Approach, 249.

Library technician: Paraprofessional Training in Media Technology, 47.

Licensed practical nurse, see Health service occupations.

Licensed Vocational Nurse Training, 226.

Machining occupations: Apprentice Machine Shop, 171; Cooperative Programming at Fox Lake, 28; Rikers Island MDTA Shop, 381; Washington Community College Program, 88; Watch & Instrument Repair, 274.

Maine: So. Windham, Men's Correctional Center: Project EXIT, 133; Thomaston, State Prison: Project EXIT, 133.

Maintenance, prison: Apprentice Machine Shop, 171; A. Campbell High School, 308; Dade County Center, 34; Federal Bureau of Prisons TV Production, 223; Ornamental Horticulture, 125; Prison Maintenance, 271; Project New View, 52; Radiologic Technology Training, 232; Shell Oil Training, 145; Ward Aide Program, 243; Xerox Training, 165.

Manpower Development Training (MDT): Animal Grooming, 195; Associated Marine Institutes, 311; Deep Sea Diver Training, 207; PACE Institute, 287; Rikers Island MDTA Shop, 381; Sales & Business Skills Training, 236; Sandstone Vocational School, 390; Training & Technology, 148; Washington Community College Program, 88.

Manufacturing: Pre-Vocational Evaluation, 295; Mobile Training Units, 282; Singer/Graflex System, 303.

MAP, see Mutual Agreement Programming.

Maryland: Hagerstown, Correctional Training Center: Institutional Training Project, 177; Jessup, Correctional Institution for Women and House of Correction: Institutional Training Project, 177.

Massachusetts: Framingham, Correctional Institution: Honeywell Computer Programming, 105; Medfield, State Hospital: Cooperative Education in Health Services, 199; Norfolk, Correctional Institution: Honeywell Computer Programming, 105; Technical Theater Training, 74; The Correctional School District, 317.

MDTA, see Manpower Development Training.

Mechanic, repairman: Arizona Multi-Agency Cooperative Training, 2; A. Campbell High School, 308; Associate of Arts Degree Program, 7; Community College Night Owl Classes, 16; Dade County Center, 34; Federal Prison Camp, 39; GM Training, 100; Hoomana School, 352; Institutional Training Project, 177; Media Center, 261; Mobile Training Units, 282; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Philco-Ford Training, 128; Rikers Island MDTA Shop, 381; Sandstone Vocational School, 390; Singer/Graflex System, 303; Transportation Opportunity Program, 189; Vocational & Inservice Training, 159; VW Training, 162.

A Media Center for Prison Industries, 261.

Merchant Marine, OCCS: Institutional Training Project, 177.

Michigan: Jackson, State Prison: Community College Night Owl Classes, 16.

Minnesota: Sandstone, Vocational School, 390; Shakopee, Correctional Institution for Women: Training Release in a Small Institution, 84.

Missouri: Jefferson City, State Penitentiary: UNIVAC-IBM Training, 153.

Mobile Training Units, 282.

Model Cities: Institutional Training Project, 177.

A Model of the EXXON Service Station Attendant & Mechanic Course, 111.

Moss, Bud Corporation: Mobile Training Units, 282.

Multimedia instruction: FAA Approved Aircraft Training, 217; Hoomana School, 352; Licensed Vocational Nurse Training, 226; Media Center, 261; Mobile Training Units, 282; Optical Mechanics, 266; PACE Institute, 287; Paraprofessional Training, 47; Sandstone Vocational School, 390; Shell Oil Training, 145.

Mutual Agreement Programming (MAP), 367.

Nebraska: Lincoln, Penal & Correctional Complex: A Media Center for Prison Industries, 261; Nebraska Penal Complex Skill Center, 115.

Nebraska Penal Complex Skill Center, 115.

New Jersey: The Correctional School District, 317; Mobile Training Units, 282; Bordentown, Youth Correctional Institution: Paraprofessional Training, 47, Prison Maintenance, 271; Jamesburg, Training School for Boys: Cooperative Work Study in DE, 92; Leesburg, State Prison: Community College/PEN, 21; Rahway, State Prison: Community College/PEN, 21, Dental Laboratory Technical Training, 174; Trenton, State Prison: Community College/PEN, 21; Yardville, Youth Reception & Correction Center: Paraprofessional Training, 47, Pre-Apprenticeship Training, 181.

New York: Rikers Island, New York City Adolescent Remand Shelter: Rikers Island MDTA Shop, 381; Wallkill, Correctional Facility: Optical Mechanics, 266.

Northern Systems: Nebraska Penal Complex Skill Center, 115.

Nurse, see Health service occupations.

Office of Economic Opportunity: Project New View, 52.

Open Community Training Program, .

Open entry courses: Cooperative Programming at Fox Lake, 28; Cooperative Work Study in DE, 92; Cosmetology Program, 257; Dade County Center, 34; Hoomana School, 352; A Media Center, 261; Nebraska Penal Complex Skill Center, 115; PACE Institute, 287; Pre-Apprenticeship Training, 181; Radiologic Technology Training, 232; R.F. Kennedy Youth Center, 309; Sales & Business Skills Training, 236; Technical Theater Training, 74; Watch & Instrument Repair, 274.

Optical Mechanics, 266.

Oregon: Salem, State Penitentiary: Xerox Training, 165.

Ornamental Horticulture, 125.

PACE Institute (Programmed Activities for Correctional Education), 287.

Palmer/Paulson Associates: Project EXIT, 133.

Index

Paraprofessional Training in Media Technology, 47.

Pennsylvania: Camp Hill, State Correctional Institution: Cluster Approach, 249; Rockview, State Correctional Institution: Project New View, 52.

Petroleum, natural gas production: Deep Sea Diver Training, 207.

Philco-Ford Repair Services Training, 128.

Plumber, pipefitter, see Building trades occupations.

Pre-Apprenticeship Training, 181.

Pre-Vocational Evaluation through Work Samples, 305.

Printing: Arthur Campbell High School, 308; Mobile Training Units, 282.

Prison Education Network (PEN): Community Colleg/PEN, 21.

Prison industry, see Industry, prison.

Prison maintenance, see Maintenance, prison.

Prison Maintenance Related Training, 271.

Professional & related occupations, see Chapter 4. See also: Community College/PEN, 21; Federal Prison Industries, 97; Honeywell Computer Programming, 105; Paraprofessional Training, 47; Project New View, 52; Technical Theater Training, 74; Training Release, 84; UNIVAC-IBM Training, 153.

Programmed instruction: Hoomana School, 352; A Media Center, 261; Mobile Training Units, 282; A Model of the EXXON Course, 111; Ornamental Horticulture, 125; PACE Institute, 287; Paraprofessional Training, 47; R.F. Kennedy Youth Center, 299; Sales & Business Skills Training, 236; Shell Oil Training, 145; Watch & Instrument Repair, 274.

Programmer, computer, see Computer programmer.

Project EXIT, 133.

Project New View, 52.

Psychiatric aide, technician: Cooperative Education in Health Services, 199; Training Release, 84.

Purdy Work Training Release Program, 57.

Index

Radio & television broadcaster: Federal Bureau of Prisons TV Production, 223; Washington Community College Program, 88.

Radio & television technician, see Television & radio technician.

Radiologic technologist: Radiologic Technology Training, 232.

Rikers Island MDTA Shop, 381.

Robert F. Kennedy Youth Center Introductory Vocational Program, 299.

Sales and Business Skills Training, 236.

Sales occupations: Cooperative Programming at Fox Lake, 28; Cooperative Work Study in DE, 92; Project New View, 52; Sales & Business Skills Training, 236; Service Station Salesmanship, 142.

Service occupations: Dade County Center, 34; Purdy Work Training Release, 57. See also, Animal grooming, Attendant, Barber, Cosmetologist, Food service worker, Health service occupations, Psychiatric aide, Social service aide.

Service Station Salesmanship, 142.

Sheet metal worker, see Building trades occupations.

Shell Oil Automotive Professional Training (APT), 145.

Shipping and receiving clerk, see Clerical & related occupations.

Short term courses, see Chapter 6. See also: Associated Marine Institutes, 311; Dade County Center, 34; Intensive Training, 42; A Model of the EXXON Course, 111; Nebraska Penal Complex Skill Center, 115; Purdy Work Training Release, 57; Service Station Salesmanship, 142; Shell Oil Training, 145; Training Release, 84.

Singer/Graflex Vocational Evaluation System, 303.

Small engine repairman: Cooperative Programming at Fox Lake, 28; Mobile Training Units, 282; Philco-Ford Training, 128. See also Mechanic.

Social service aide: Ward Aide Program, 243.

Social & Rehabilitation Service, HEW: Pre-Vocational Evaluation, 295.

Standard Oil of California: Service Station Salesmanship, 142.

Stationary fireman: Prison Maintenance Related Training, 271.

Systems analyst: UNIVAC-IBM Computer Skills Training, 153. See also Computer programmer.

Technical Theater Training, 74.

Televised instruction: Community College/PEN, 21; Sandstone Vocational School, 390.

Television & radio service technician: Cooperative Programming at Fox Lake, 28; Dade County Center, 34; Federal Bureau of Prisons TV Production, 223; A Media Center, 261; Philco-Ford Training, 128; Washington Community College Program, 88.

Tennessee: Petros, Brushy Mt. Penitentiary: Training & Technology, 148.

Texas: The Correctional School District, 317.
  Fort Worth, Federal Correctional Institution: Federal Bureau of Prisons TV Production, 223.

Theater arts, technician: Technical Theater Training, 74.

Thiokol Corporation: Mobile Training Units, 282.

Trade union cooperative programs, see Chapter 3. See also Open Community Training Program, 375.

Training and Technology, 148.

Training for Prisoners & Private Citizens inside Prison, 79.

Training release: Associated Marine Institutes, 311; Chesapeake City Jail Training, 278; Cluster Approach, 249; Community College Night Owl Classes, 16; Cooperative Education in Health Services, 199; Cooperative Work Study in DE, 92; Deep Sea Diver Training, 207; Federal Prison Camp, 39; GM Training, 100; Licensed Vocational Nurse Training, 226; Open Community Training Program, 375; Paraprofessional Training, 47; Project New View, 52; Purdy Work Training Release, 57; Service Station Salesmanship, 142; Training & Technology, 148; Training Release in a Small Institution, 84; Transportation Opportunity Program, 189.

Training Release in a Small Institution, 84.

Transportation Opportunity Program, 189.

Truck, trailer body repairman: Sandstone Vocational School, 390.

Typist, see Clerical & related occupations.

UNIVAC-IBM Computer Skills Training, 153.

U.S. Bureau of Prisons, see Bureau of Prisons, U.S.

Virginia: Chesapeake City Jail Training Release Program, 278.

Vocational & Inservice Training at the Illinois Industrial School for Boys, 159.

Volkswagen Training Program, 162.

Voucher system: Mutual Agreement Programming, 368.

Ward Aide Program, 243.

Washington: Gig Harbor, Purdy Treatment Center: Purdy Work Training Release, 57; Monroe, State Reformatory: Ornamental Horticulture, 125; Shelton, Corrections Center: Washington Community College Program, 88.

Washington Community College Program, 88.

Waste water treatment plant operator: Training for Prisoners & Private Citizens, 79.

Watch and Instrument Repair and Manufacture, 274.

Welder, oxygen, arc cutter: Arizona Mutli-Agency Cooperative Training, 2; Community College Cooperative Program, 12; Deep Sea Diver Training, 207; Hoomana School, 352; Intensive Training, 42; Nebraska Penal Complex Skill Center, 115; Rikers Island MDTA Shop, 381; Sandstone Vocational School, 390; Washington Community College Program, 88.

West Virginia: Morgantown, R.F. Kennedy Youth Center Introductory Vocational Program, 299.

Windham School District: The Correctional School District, 317.

Wisconsin: The Correctional School District, 317.
Fox Lake, Correctional Institution: Cooperative Programming, 28, Mutual Agreement Programming, 368.

Work release: Chesapeake City Jail Training, 278; Cooperative Work Study in DE, 92; Open Community Training, 375; Paraprofessional Training, 47; Pre-Apprenticeship Training, 181; Purdy Work Training Release, 57.

Xerox Technical Representative Training, 165.

X-ray technologist: Radiologic Technology Training, 232.